MIPlan
School Improvement Planning System

Process Guide

Version 3.0
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MONITOR IMPLEMENTATION OF THE PLAN

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Introduction

This <u>MIPlan Process Guide</u> is for use in training technical assistance providers and also to provide schools with a basic outline of the MIPlan online process. There are serious limitations to using this guide as the sole tool to develop and implement a school improvement plan. It is <u>not</u> a substitute for the use of the MIPlan online tool. The efficiencies of the MIPlan online protocol <u>far outweigh</u> the use of this "lite" version in developing and implementing a powerful school improvement plan. For example, by using MIPlan online, as data becomes available, the collecting, sorting, and analyzing of MEAP, MI-Access, and Adequate Yearly Progress (AYP) data is greatly simplified. MEAP data generated by the Michigan Department of Education can be automatically imported and then used to dynamically generate graphs and charts.

The MIPlan website is a powerful school improvement tool. However, additional factors such as teamwork, effective use of data, staff commitment, teacher leadership, principal leadership, targeted allocation of resources, central office support, and effective teaching are critical to the success of school improvement planning and implementation. A synergistic combination of these factors, along with the development and implementation of a research-based school improvement plan as found in this framework, will help provide a solid foundation for improved student achievement.

Acknowledgments

MIPlan is a partnership between the Center for Educational Performance and Information (www.cepi.michigan.gov), the Michigan Department of Education (Office of Field Services) - www.michigan.gov/mde), and Michigan North Central Association (www.nca.umich.edu).

We wish to acknowledge Dr. Kenneth Gose, Executive Director, North Central Association Commission on Accreditation and School Improvement for sharing NCA materials and resources in the development of this improvement tool.

What is School Improvement, and who needs to do it?

School Improvement is a **continuous process** used to ensure that all students are achieving at high levels. All schools can create better environments so that more students are successful. Continuous improvement of schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and public participation in planning, are critical factors in schools that demonstrate continuous growth. All public schools and Public School Academies (PSA) in Michigan are required to develop and implement a 3-5 year school improvement plan.

Will this process help a school meet multiple requirements through a single plan?

The process in this guide provides a framework that can be used in developing a single school plan to meet requirements such as Title I school-wide planning, Title I targeted assistance planning, technology planning, school accreditation, comprehensive school reform, other types of school improvement planning, and school educational annual reporting. Through careful consideration of specific plan requirements, a school can satisfy multiple planning and reporting requirements to help students learn at higher levels.

What is Education Yes!

We have had years of discussion and activity focused on making Michigan's public schools more accountable for improving K-12 student achievement. Seeking input on what makes accreditation meaningful, many public hearings were held across the state early in 2002.   Education YES – A Yardstick for Excellent Schools, addressed the State Board of Education's goal to provide high standards for every K-12 Michigan school and every Michigan student.

A meaningful accreditation system must be fair, challenging, and descriptive to help all schools be great schools. It must be a comprehensive picture of student academic achievement over time, as well as a snapshot of each school's efforts to improve student and school performance. Education YES! measures both and reports a school's standing on multiple indicators of success. In fact, two academic achievement indicators and 11 school performance indicators are included in the school's Education YES report card.

How do the indicators from Education YES fit in with school improvement?

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As School Improvement Teams go through the process of school improvement planning, they will want to look for areas of need related to the indicators. The Michigan Department of Education has targeted eleven School Performance Indicators identified to help schools reflect upon their strengths and areas of improvement. As School Improvement Teams go through the process of school improvement planning, they will look for the presence of these indicators and possibly use them to facilitate systemic improvement. Some examples of school improvement Education YES indicators include a check to make sure curriculum and instruction are aligned with state standards, parent and community involvement supports learning, and extended learning opportunities exist to help students.

Education Yes! School Self-Assessment and MIPlan

MIPlan is where schools enter and submit their School Self-Assessment for Education Yes! Districts also use MIPlan to review and submit the approved self-assessments to MDE.

To access the performance indicators, building principals or designees must log on to MIPlan using their building admin UserID and password. After logging in to the MIPlan application, a user will have the option of going directly to their Ed YES! indicator data collection without having to navigate through the MIPlan school improvement tool.   A button will appear (after the user has logged in) next to the Ed YES! status bar for this option.

A user will have two options for collecting indicator data for the current year:

- A user can enter current year data for 2003-2004 by selecting an indicator from the list and begin entering information/data
- Alternatively, a user may select an option for each indicator that will allow the population of the current year's collection with the preceding year's collection for editing as necessary. This option will appear as a button on the top of the page under each indicator.   Note: This option will not be available if the user has already started the self-assessment for the current year. A message to this effect will appear on the appropriate pages in the Ed YES! collection.

If a school is trying to make changes that will last, how will this process help us?

In the past, school improvement plans often centered on innovations such as new programs, or changes in schedules. These types of changes, called "first" order change, may be positive but do not necessarily relate to consistent student achievement gains. "Second" order changes are those that alter the school culture or the ways people work together. The MIPlan School Improvement Process encourages second order change through activities that allow staff to reflect on their practices and gain focus and ownership which will lead to lasting benefits for students.

How many goals should a school develop during the school improvement process?

A frequently asked question is how many student performance goals and how many strategies/interventions are recommended for a school improvement plan? No Child Left Behind requires goals in reading and/or mathematics if a school has been identified for improvement based on the AYP formula. If a school is identified for improvement in both reading and math, it may be wise to focus primarily on these two areas and less on additional student performance goals. For schools that are not identified for improvement, an important factor in determining the number of student performance goals is an analysis of achievement data. In the MIPlan student performance goal setting process, schools are asked to identify a minimum of three data points that make a compelling case for each goal. As a result, the total number of student performance goals could well be determined by whether compelling data sources exist for a specific student performance goal. Overall, a maximum of four goals, active at any given time, with a maximum of four strategies/interventions per goal, is suggested.

How do administrators and School Improvement Teams use this guide?

A variety of processes, graphic tools, and resources are provided in this guide along with specific linkages references to the Michigan Department of Education (MDE) web-based School Improvement Planning Tool, titled **MIPlan**. This guide provides a basic explanation of the eight steps of school improvement planning and recommends activities within each step. If a school uses this guide as a tool rather than the recommended online process to develop and implement a

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school improvement plan, it will be critical for the school to know its Title I and AYP status. Follow the directions carefully in this regard to avoid unnecessary work and to fulfill specific requirements.

This is a cyclical, fluid, process that may require moving back into previous school improvement steps before moving on to succeeding steps. MIPlan is a common process for all Michigan schools. However, schools are at different steps in the process, and are using a variety of approaches to school improvement planning and implementation. As a result, approaches such as Baldrige, Coalition of Essential Schools, Lezotte, and North Central Association will most likely come into the process at different points and use the many resources of MIPlan in different ways.

If your school is using approaches such as Baldrige, Lezotte, North Central, or others be sure to check with the organization, before using MIPlan. The end result for all schools will be a printed school improvement plan that helps fulfill the multiple requirements of the Revised School Code, No Child Left Behind including Title I, Education YES, and most importantly, targets research-based student academic achievement improvement.

What is MIPlan?

MIPlan is a web-based tool for use by members of a School Improvement Team, and other assigned staff members in a school, to expedite the completion and implementation of a comprehensive research-based school improvement plan.

NOTE: There are unique planning requirements for Intermediate School Districts and School Districts that are not included in MIPlan.

What Do the words Required, Strongly Recommended, and Optional Mean?

The user will find words such as Required, Strongly Recommended, and Optional for the various sections and processes in this guide. The word "Required" indicates that specific section is essential in the school improvement process. School Improvement Teams will need to complete that section to help ensure integrity, validity, and success. In many cases "Required" is specifically related to a requirement from the law or the School Code. The words "Strongly Recommended" indicates that specific section is very important in the process and School Improvement Teams would greatly benefit by engaging in that section. The word "optional" indicates that section is discretionary although it does provide an added value benefit.

Why use the Michigan Online School Improvement Planning (MIPlan) system?

- Combines the expectations of Revised School Code (Public Act 25), North Central Association's school improvement protocols, Title I requirements as found in "No Child Left Behind", and Education YES into a web-based planning process.
- Helps ensure maximum coordination of efforts and resources.
- Automatically downloads Michigan Educational Assessment System (i.e. MEAP, MI-Access, Alternative LEP) data for an individual school.
- Provides a common process, and help for schools identified for improvement who are required to develop a two-year plan.
- Avoids duplication of effort.
- Establishes an archive to store school improvement plans.
- Includes an easy to use data analysis process which dynamically generates charts and graphs.
- Helps fulfill multiple requirements in one framework/document.
- Increases focus on improving student academic performance.
- Includes a step where one submission is searched by many educational databases in establishing a researched-based school improvement plan.
- Defines a common school improvement language/vocabulary for use in Michigan schools.
- Helps develop a professional development plan that is aligned with the school improvement goals.

Moving a School Improvement Team Toward Second Order Change

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Schools have implemented changes and devoted resources to put effective practices into place. However, some changes are more likely to have deeper and more lasting effects than do others. These two kinds of changes have been labeled "first" and "second" order changes (Cuban, 1988).

In the past, planned educational change was frequently "innovation focused" and centered on single changes in a classroom or school. Current processes of effective change, which are required to substantially improve learning for all students, emphasize process and its context and as a result affect the culture of schools. First order changes address the more superficial elements of the classroom and school and do not stress the changes to the deep organization or culture of schools. Second order changes, according to Cuban, are changes that go deep into the structure of organizations and the ways in which people work together. Second order change is multifaceted, occurs more slowly, and requires changes in attitudes, perceptions, behaviors, relationships, and the way people think and work together.

First Order Change: Specific Classroom and School-wide practices: Changes in efficiency, organization, specific practices, "change without difference". First order change is characterized by:
- Establishes an archive to store school improvement plans.
- Adjustments within the existing structure
- Doing more or less of something
- Reversible
- New learning not required
- Old story can still be told

Second Order Change: Philosophy, focus and ownership: systemic change, fundamental ethos, philosophy, beliefs driving practice, "restructuring" (corporate culture). Second order change is characterized by:
- New way of seeing things
- Irreversible
- Transformation to something quite different
- Requires new learning
- New story is told

> (Cuban, L. 1988). "A fundamental puzzle of school reform." Phi Delta Kappan, 70(5), 341-344. cited in *Systemic Reform: Perspectives on Personalizing Education*, September 1994
>
> Stiegelbauer, S. M. (1994, September) Change has Changed: Implications for Implementation of Assessments from Organizational Change Literature."
>
> www.ed.gov/pubs/EdReformStudies/SysReforms/stiegel1.html
> http://www.thenationalacademy.org/Ready/change.html

Examples of First Order and Second Order Change

First Order Change	SECOND ORDER CHANGE
Smaller classes	Changing relationships and teaching strategies
Site-based councils	Collaborative Ownership
Ninety-minute teaching blocks	Extended teaching and learning opportunities; hands on and field-based learning; altered teaching strategies
Schools within schools	New interactions/ attention to Relationship-building within a smaller environment
Teaching School Improvement Teams common planning Times	Coordinated, articulated, and focused curriculum, instruction & assessment
Parent nights three times a year	Teachers see parents as critical partners continually building their capacity to support learning.

Eight Steps of School Improvement Planning

1. Readiness to Benefit
2. Collect, Sort, and Select Data
3. Build and Analyze the School Profile
4. Set Student Performance Goals
5. Research and Select Effective Practices
6. Develop Action Plans
7. Monitor Implementation of the Plan
8. Evaluate Impact on Student Achievement

How do schools determine their School Characteristics? ®

It's important to note that, although the school improvement planning process is designed to accommodate all types of planning, principals will need to identify which pathway their school is engaged in as there are several unique and specific requirement differences for schools with various characteristics. Identifying the status of your school is critically important to help ensure that specific requirements are met, and unnecessary work is avoided. Identifying a school's correct status will be equally critical in using the MIPlan online tool. Principals may need to contact their Superintendents or District Title I Directors who will answer the following questions to determine the school's pathway status.

			YES		NO
1.	Are you a Title I Targeted Assistance School?		YES		NO
2.	Are you a Title I School-wide School?		YES		NO
3.	Has your School been identified as needing improvement from		YES		NO
	AYP calculations?				

Placing an "X" or "X's" in the box based on your answers to the above questions will help remind School Improvement Teams of their characteristics. If you answered "no" to all of the above questions, you would check the non-Title I box below and your characteristics would include non-Title I. In considering the Title I status and AYP Phase of a school, please make sure that the school has no more than two characteristics checked in this grid. For example, based on checking "yes" to Targeted Assistance and AYP Improvement, a school's characteristics would be: Title I Targeted Assistance, AYP Improvement.

MIPlan School Characteristics

	Non-Title I	Title I Targeted Assistance	Title I Schoolwide	AYP Improvement
School Name:				

Are the designated characteristics correct for your school?   _____ Yes   _____ No

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MIPlan School Improvement Planning Tool

The web-based *School Improvement Planning Tool* **(MIPlan)** provides educators a way to access achievement, demographic and contextual data for their school on-line. It gives easy access to research databases and provides a way to create an on-line planning profile of the school. *MIPlan* complements the *School Improvement Planning Process Guide* and contains a digital version of agendas, surveys, forms, and other resources. The combination of both resources helps School Improvement Teams make data-driven, research-based decisions.

Guiding Principles of School Improvement Planning

The following key principles form the basis for the School Improvement Planning Process Guide.

- The principal must be at the helm of this process—without support and leadership of the principal the planning process lacks the leverage that is needed for change to occur in a school environment.
- Empowering teachers, chairs and co-chairs to take on leadership roles in schools and in the improvement process is vital in ensuring a successful model of improvement.
- All members of a school staff, and representatives of as many other stakeholder groups as possible, should participate and/or be aware of the planning process. The more the full faculty is "in the loop," the better the chances the school will achieve 100% buy-in by staff.
- A representative group of stakeholders can do the bulk of the work if results and updates are reported back on a regular basis to the full faculty and other stakeholders; especially as critical decision points are reached in the process.
- Decisions about school improvement goals and solutions must be based on careful consideration of multiple sources of data and research.
- School improvement planning is a journey of continuous improvement that demands ongoing monitoring and adjustment of programs and processes at the school.
- Improvements in student academic performance are directly related to what happens in the classroom. Teachers must be willing to be reflective about their practice and relentless in attempts to meet the needs of every student.
- The written plan document is only as good as the quality of thought, effort, and the degree of "buy-in" by staff.

This guide is written for technical assistance providers, administrators, chairs, co-chairs, teacher leaders, and School Improvement Teams. It helps them engage in the school improvement cycle, and gives resources and tips for planning a school improvement journey that ultimately results in higher student achievement and more supportive learning environments.

School Guide to the Education YES! School Self-Assessment Submission

Introduction

This document provides school administrators and public school academy administrators with step-by-step instructions for the submission of school buildings' self-assessments for *Education YES!* via the MIPlan application.

Education YES! is managed by the Michigan Department of Education and is one component of MIPlan.

MIPlan is Michigan's Web-based school improvement planning tool and is available at www.michigan.gov/miplan.

More information about MIPlan can be found on the Center for Educational Performance and Information's Web site (in the Administrators section) at www.michigan.gov/cepi.

Log In

To log into MI-Plan, point your Internet Explorer web browser to the following location:
    http://www.michigan.gov/miplan

You will arrive at the login screen, shown in the image below. Enter your **SCHOOL ADMIN** UserID and Password and click the "Log-In" button.

Navigating to the Education Yes! School Self-Assessment

After successfully logging in, you will see the MIPlan Foundation page where there will be an Education Yes! Status box, as shown below. You will see a shaded box will display the status of the school's Education Yes! Self-Assessment (if this is the first time you've logged in, there should be a red circle and the words "Not Started").

BEFORE Proceeding, please change the grades selected to show those grades served by the school for the current year.

(note: when you log in the first time, NO grades will be selected, so make sure this gets updated PRIOR to proceeding to the School Self-Assessment. The Education Yes! School Self-Assessment does rely on your grade selection to be accurate.)

AFTER selecting the correct grades, click on the "Education Yes!" button on the right side of the shaded box to go directly to the Education Yes! Self-Assessment.

Self-Assessment Submission Status Categories Used in MIPlan

Next to each school is the status of that school's *EducationYES!* self-assessment. This is the status of the ENTIRE Self-Assessment – all 11 performance indicators and where the school is in the process of completing and submitting the Self-Assessment to the district superintendent. There is another status indicator similar to this for where the school is in completing the assessment of each performance indicator (see next section).

This submission status may be reported as:

- Red – Not Started

Recording the indicators of performance school self-assessment has not yet begun.

- Yellow – In Progress

Recording the indicators of performance school self-assessment has begun.

- Blue – Submitted

The indicators of performance school self-assessment has been finished and submitted for district review.

- Icon – Pending Changes

The indicators of performance school self-assessment was submitted to the district and the district did not approve it. The district returned it to the school to make some adjustments/changes. This status indicates there are changes that the school should make and re-submit.

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- Green – Approved

The indicators of performance school self-assessment was submitted to the district and approved. No further work is needed on the part of the school around submission of the self-assessment. However, this information is still available within MI-Plan for use in the school improvement plan as a major source of contextual data.

EdYes Status: ⬤ Approved

The School Self-Assessment Interface

When you click on the "Education Yes!" button after logging in, an interface to complete the school's self-assessment will appear. The interface contains brief instructions on how to complete the Education Yes! School Self-Assessment, the current submission status of the Self-Assessment, and lists the performance indicators and their completion status.

All indicator completion status buttons (next to the performance indicators) will be **red**, indicating that the collections have not been filled out. They also have the text "Not Yet Available" and an Enter/Edit button to the right. When completed, the red completion indicator will turn green and a Full Data View button will appear to the right (next to the Enter/Edit button – where it says "Not Yet Available").

The current completion status specified for each of the performance indicators (colored icon next to each indicator) will be one of the following:

- Red – Not Started - Recording the evaluation and evidence for an indicator has not yet begun.

- Yellow – In Progress – Self-assessment and the recording of evidence has begun, but is not completely filled out (all components must have ONE (1) radio button checked to be considered "completed"). (NOTE: completed does NOT mean that it can't be changed, simply that it has been done.)
- Green – Completed - Self-assessment and the recording of evidence has been completed (all components have ONE (1) radio button checked).

Completing the School Self-Assessment

To **Complete** a collection form for an indicator that has not yet been completed, select **Enter/Edit** on a collection with a red circle next to it. At the top of the performance indicator page is a definition and description of the performance indicator. The indicator components will be displayed, allowing the user to respond to each performance indicator component. For example, the image below shows the top of the input page for Performance Indicator number 2 - Continuous Improvement.

There are two ways to complete the form.
1.   Complete the form from scratch
      1.1.   The collection form as presented is blank and can be filled out in the following fashion:
      1.2.   The school may score itself on a scale of 0-3 as follows:
             1.2.1.   0 = Not Yet Meeting Criteria (No Evidence required)
             1.2.2.   1 = Starting to Meet Criteria (Some Evidence required)
             1.2.3.   2 = Progressing Towards Criteria (Some Evidence required)
             1.2.4.   3 = Systematically and Consistently Meeting Criteria (Some Evidence required)
      1.3.   Fill out the collection form completely – supply evidence as necessary to support the performance level assessed.
      1.4.   Select the **Submit** button.
      1.5.   You will be taken to a results screen. All of the answers as entered are visible in the results. (Graphs, Tables, and Text, depending on the questions – see image below)
2.   Import last year's submission and modify it
      2.1.   Click the **Pre-Populate** button near the top of the page (see image above).
      2.2.   Last year's submission data will appear in the form
      2.3.   Make necessary modifications to rating and/or textual evidence
      2.4.   Select the **Submit** button.
      2.5.   You will be taken to a results screen. All of the answers as entered are visible in the results. (Graphs, Tables, and Text, depending on the questions – see image below)

Below the definition and description, you will see on this page the form for submitting your self-assessment. The form (represented in the images below) are repeated for each component of the indicator. The top half is the rubric for scoring the school in the particular component of the indicator selected. Below you see indicator 2.3 – Guidance and Feedback for the Improvement Process (part of indicator number 2 - Continuous Improvement). The bottom half is where the school enters evidence supporting their selection in the rubric. Indicator components will have one or more criteria identified. Each achievement level will have certain criteria or number of criteria that must be met in order to select the achievement level. A brief list of items that identify evidence associated with the criteria must be entered in the evidence prompt areas.

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Reviewing the School Self-Assessment

When you are done supplying evidence for the questions you may review your completed self-assessment in two ways – partially (one indicator at a time) or fully (all indicators at once).

Partial Review (One Indicator at a Time)

To review the self-assessment, click on the Full Data View button to the right of each performance indicator. You will be presented with the school self-assessment for that particular indicator as submitted (see example below).
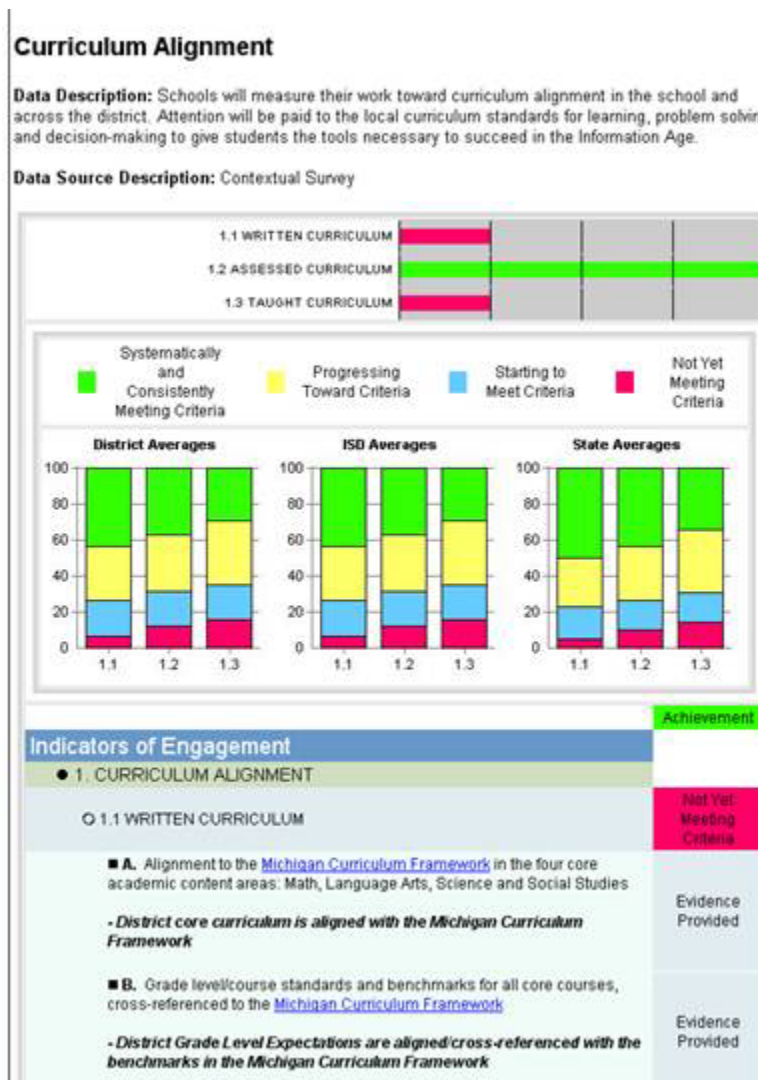
Full Review (All Indicators at Once)

A full review of the School Self-Assessment can be done either graphically or textually.

For a completed self-assessment showing a **graphical** representation of your assessment levels for each indicator and component, click on the Summary button below the **Submission Comments** box (on the right hand side, just above the performance indicators). Click the **Back** button to return to the indicator page.
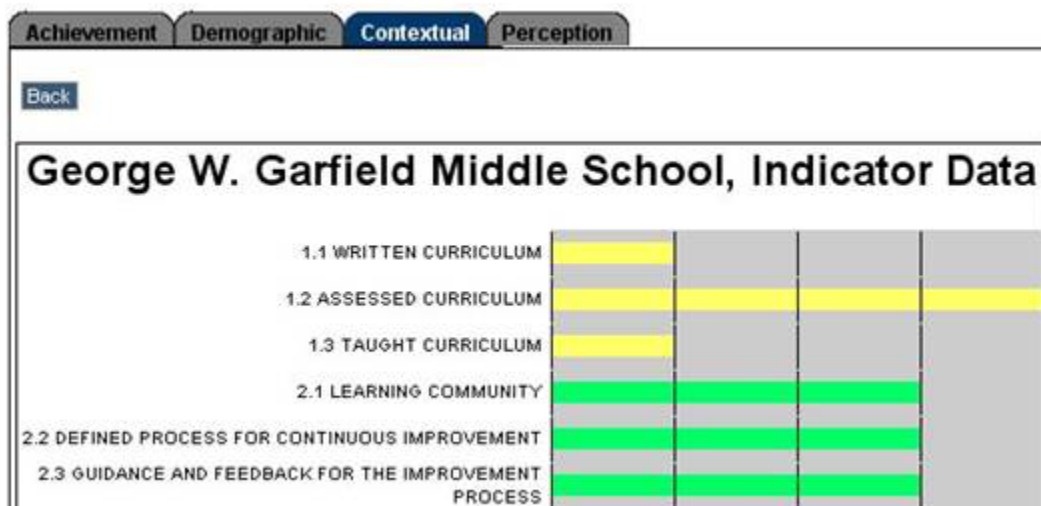
For a completed self-assessment showing all the **textual** representations of the assessment and the evidence provided, click on the **Full Survey View** button below the Submission Comments box (on the right hand side, just above the performance indicators). Click the **Back** button to return to the indicator page.
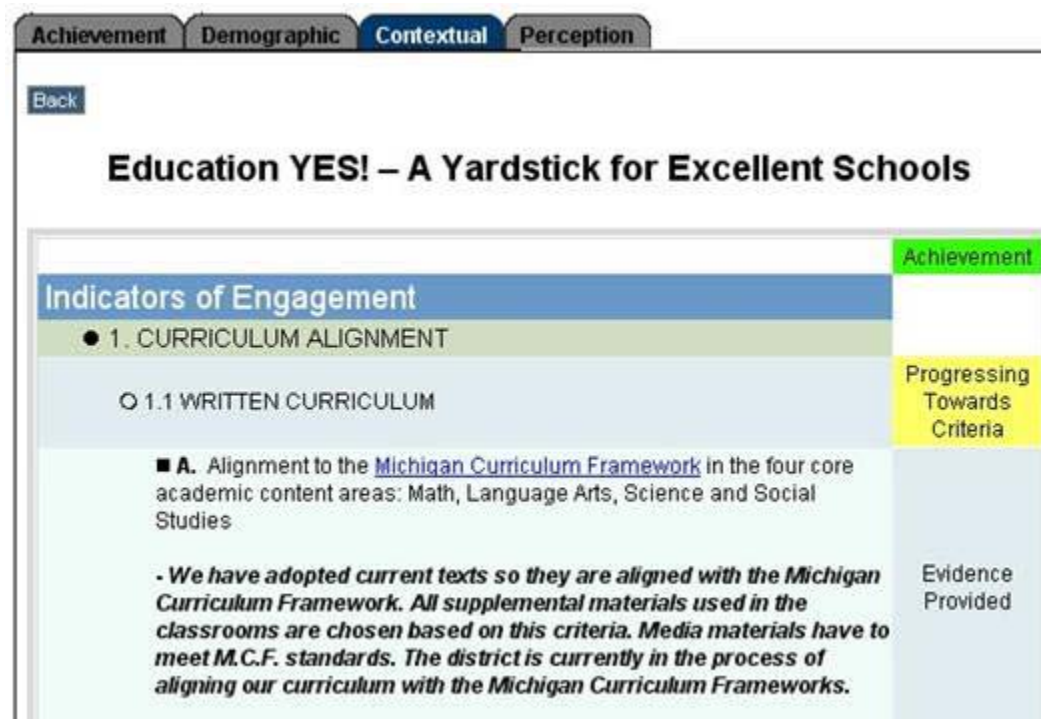
Submitting the Completed School Self-Assessment

After the submission is reviewed and it's ready to submit to the district for review, enter comments for the superintendent to assist him/her in reviewing or evaluating your submission into the **Submission Comments** box. Then, click on the **Submit** button on the right side just above the text box. As shown below, your EdYes Status button will turn blue (representing a "submitted" status) and the text boxes will disappear. The **Summary** and **Full Survey View** buttons will remain on the screen for your use.

To Complete Education Yes! School Self-Assessment:

Education YES!

1. Click the Enter/Edit button for one of the indicators.
2. Complete the form in one of two ways:
   ○ Complete the form, OR
   ○ Import last year's submission using the Pre-Populate button and modify it.
3. Click the Submit button. (this saves your results; it does NOT submit to the district)
4. When all indicators are completed, View entire submission by clicking on Full Survey View button (textual) and Summary button (graphical).
5. Enter text in Submission Comments text box.
6. Click the Submit button located next to the submission comments box to "send" to the district superintendent for approval. (This final submit button will appear AFTER you have completed your school self-assessment.) The EdYes! Status for your school will change to "submitted" (blue). For more detailed instructions, please see the document Schools: Completing and Submitting Your EdYes! Self-Assessment in the HELP system (located in upper left hand corner.

EdYes Status: ◯ In Progress

You have answered all of the self-assessment questions. When you are done supplying evidence for the questions you may submit the report to your district administrator for review.

Submission Comments: Submit

                                                          Summary   Full Survey View

Indicators of Engagement

🟢 **Curriculum Alignment**   Full Data View   Enter/Edit
       Required qualitative collection.

🟢 **Continuous Improvement**   Full Data View   Enter/Edit
       Required qualitative collection.

🟢 **Performance Management Systems**   Full Data View   Enter/Edit
       Required qualitative collection.

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Immediately after submitting the Self-Assessment to the district, the EdYes Status changes to blue ("Submitted"), as shown below.

At this point, the submission process is over.

The District Review Process

Comments Throughout the Process

The comment boxes facilitate a two-way communication between the school principal and the superintendent regarding the submission and possible changes requested by the district.   The Comment boxes are used by the school when it has assessed all performance indicators and is submitting to the district superintendent and when the superintendent has reviewed the school's indicators and is recommending that the school make changes to the submission.

For your information: If the district superintendent rejects the submission and requests changes be made, the submission status will change to "Pending". When you return to the EdYes Self-Assessment page, there will be **TWO** comments boxes showing for the remainder of the process, one showing the last comment the district made and one to make a new submission comment after making changes and when ready to resubmit to the district superintendent.

Also, just above the School Submission Comments box is the Show History button. When you click on this button, a popup window displays the submission history discussion between the district and school, providing the following information (image following):

- Date information was entered by district or school staff
- Who entered the information

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- What action was taken
- What the change in action status was (From and To)
- Comment associated with the update

This exchange continues between the school and district until the district approves the school's submission.

Once approved, the submission status will change to **APPROVED**.

Once the status shows "approved" for your school, the School Self-Assessment process is completed and will then be processed by the state. There is nothing further that you need to do.

Thank you!

District Guide to the Education YES! School Self-Assessment Review/Approval

Introduction

This document provides district superintendents, and public school academy administrators acting as district administrators, with step-by-step instructions for the review and approval of school buildings' self-assessments for *Education YES!* via the MIPlan application.

Education YES! is managed by the Michigan Department of Education and is one component of MIPlan.

MIPlan is Michigan's Web-based school improvement planning tool and is available at www.michigan.gov/miplan.

More information about MIPlan can be found on the Center for Educational Performance and Information's Web site (in the Administrators section) at www.michigan.gov/cepi.

Log In

To log into MIPlan, point your Internet Explorer web browser to the following location:
    http://www.michigan.gov/miplan

You will arrive at the login screen, shown in the image below. Enter your **DISTRICT** UserID and Password and click the "Log-In" button.

Select School to Review

After you have logged into MIPlan as a district user, a list of your district schools will appear. An example is below. Schools that have submitted their School Self-Assessment will have a Review button next to them.

School List – Select School

Self-Assessment Status Categories Used in MIPlan

Next to each school is the status of that school's *EducationYES!* self-assessment. This status may be reported as:

- Red – Not Started

Recording the indicators of performance school self-assessment has not yet begun.

- Yellow – In Progress

Recording the indicators of performance school self-assessment has begun.

- Blue – Submitted

The indicators of performance school self-assessment has been finished and submitted for district review. The "Review" button will appear to the right only after a school has submitted the school self-assessment, thus the "submitted" status is the only one with the "Review" button showing. Click on the "Review" button to begin the review/approval process.
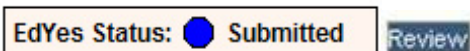
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EdYes Status: ● Submitted   Review

- Icon – Pending Changes

The indicators of performance school self-assessment was submitted to the district and the district did not approve it. The district returned it to the school to make some adjustments/changes. This status indicates there are changes that the school should make and re-submit.

EdYes Status: ⊗ Pending
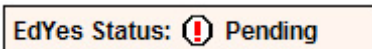
- Green – Approved

The indicators of performance school self-assessment was submitted to the district and approved. No further work is needed on the part of the school around submission of the self-assessment. However, this information is still available within MIPlan for use in the school improvement plan as a major source of contextual data. *(note: Districts do NOT need to "submit" Self-Assessments to the state. Once the processing period has closed and all schools have been "approved", the state will process the results.)*

EdYes Status: ● Approved
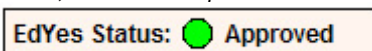
Review School Self-Assessment

When you click on the "Review" button, an interface for that school's self-assessment will appear. The interface begins with comment text boxes (district and school) and continues with the list of performance indicators.

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Review Interface

Comments Throughout the Process

The comment boxes facilitate a two-way communication between the school principal and the superintendent regarding the submission and possible changes requested by the district.   The Comment boxes should be used _after_ the district superintendent has reviewed the school's indicators (more information is in the "Completing Your Review" section about this process).

For your information: Just above the School Submission Comments box is the **Show History** button. When you click on this button, a popup window displays the submission history discussion between the district and school, providing the following information (image following) in chronological order:

- Date information was entered by district or school staff
- Who entered the information
- What action was taken

- What the change in action status was (From and To)
- Comment associated with the update

Example of district comments to school to make changes:

Date	Login	Action	From	To	Comment
3/25/2004	jguykema@gsd	Reject	Submitted	Pending	Please tighten up the language in Curriculum Alignment to more closely reflect our district alignment process. Also need more specific language about support for teaching and learning in School Facilities.

List of Performance Indicators

As you scroll down the page, there is a list of performance indicators, by performance indicator category (Indicators of Engagement, Indicators of Instructional Quality, and Indicators of Learning Opportunities).

Full Survey View Summary

Indicators of Engagement

⬤ **Curriculum Alignment**   Full Data View
    Required qualitative collection.
⬤ **Continuous Improvement**   Full Data View
    Required qualitative collection.
⬤ **Performance Management Systems**   Full Data View
    Required qualitative collection.

You want to begin your review of that school's self-assessment in this section.

Beginning the Review

To review the self-assessment, click on the Full Data View button to the right of each performance indicator. You will be presented with the school self-assessment for that particular indicator as submitted (see example below).

Curriculum Alignment

Data Description: Schools will measure their work toward curriculum alignment in the school and across the district. Attention will be paid to the local curriculum standards for learning, problem solving and decision-making to give students the tools necessary to succeed in the Information Age.

Data Source Description: Contextual Survey

1.1 WRITTEN CURRICULUM	
1.2 ASSESSED CURRICULUM	
1.3 TAUGHT CURRICULUM	

Systematically and Consistently Meeting Criteria
Progressing Toward Criteria
Starting to Meet Criteria
Not Yet Meeting Criteria

District Averages **ISD Averages** **State Averages**

Indicators of Engagement

	Achievement
● 1. CURRICULUM ALIGNMENT	
○ 1.1 WRITTEN CURRICULUM	Not Yet Meeting Criteria
■ A. Alignment to the Michigan Curriculum Framework in the four core academic content areas: Math, Language Arts, Science and Social Studies - *District core curriculum is aligned with the Michigan Curriculum Framework*	Evidence Provided
■ B. Grade level/course standards and benchmarks for all core courses, cross-referenced to the Michigan Curriculum Framework - *District Grade Level Expectations are aligned/cross-referenced with the benchmarks in the Michigan Curriculum Framework*	Evidence Provided

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Completing the Review

After reviewing each of the performance indicators, click on the Back button in the upper left corner of indicator screen. You will return to the initial review page for that school (comment boxes/list of performance indicators).

After you have reviewed all indicators for that school, you may enter comments in the district comment box (refer to the "Comments Throughout the System" section of this guide for more information about comments boxes) and click the Approve button or the Reject button, as appropriate.

The status will change to APPROVED or PENDING. If the status shows "approved," you have completed that school's data review. You may continue with the next school on your list. If the status shows "pending," changes have been recommended/requested by the district and the school will need to re-submit their data for another review for approval.

Once the status shows "approved" for all the schools in your district, your review of the School Self-Assessment is completed and will then be processed by the state. There is nothing further that you need to do.

Thank you!

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Foundation

Assess Readiness to Benefit - Overview

REMINDER

School Characteristics: The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.

School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used

Example: Title I - Schoolwide: AYP Phase II: MIPlan, NCA

School Characteristics: _____

Are you sure this designated characteristics are correct for your school?   __ Yes __ No

---

Overview of This Step

Depending on where a school is in the process of the development and implementation of their school improvement plan, all or possibly only a part of the "Readiness to Benefit" guidelines will apply. For schools that are starting at the beginning of the MIPlan, it is highly recommended to follow this protocol carefully and completely.

Staff members have varying levels of "readiness" to engage in school improvement planning. Most likely, some staff members are ready and willing and some staff members are much less willing and able. This disparity can affect the quality of the entire planning process. Determining the readiness to benefit is not a onetime event as readiness levels can change depending on the task at hand. The School Improvement Team must be vigilant in their understanding of stakeholder readiness and adjust strategies and activities based on the abilities and willingness of the constituents at each step and for each activity.

As part of North Central Association Performance Accreditation model, NCA schools will complete the Capacity Assessment Instrument during NCA Phase V (MIPlan Step 5 or 6). After reviewing the instrument, non-NCA schools are encouraged to consider the Capacity Assessment Instrument.

Some first steps that promote the abilities and willingness of staff are:
- Effective processes for staff collaboration
- Decision-making strategies for working toward consensus
- Time to meet and resources for professional development
- Open communication and trust among staff
- District support and understanding of school improvement planning
- Strong vision and collective leadership
- Access to school process information and school data

Readiness

Is there a need and agreement among stakeholders that school improvement planning should take place? Has the principal initiated conversations with staff to let them know that a significant process must occur? Is the principal going to facilitate the process with the help of the leadership team, or has an outside facilitator such as an Intermediate School District (ISD) staff person been identified to help get the process going? These are all factors that set the stage for creating a plan for school improvement.

Purpose of this Step

The entire school faculty will gain a clearer picture of what it will take to go through the eight steps of the school improvement process. The appropriate foundation for effective school improvement planning will be put in place (e.g., School Improvement Team, district buy-in, accepted mission statement, information systems, the process of schooling, adequate resources). An introduction document will be started.

Process and Directions ®

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1. **School Principal makes contact with district staff**. The principal discusses the school improvement process with district staff to assure the district supports the effort, time, and resources that will be spent on the process.

2. **Increase staff awareness**. In a staff meeting, let them know: 1) reasons for embarking on a school improvement effort (consider having the staff work in small groups to discuss and report out on "why or why not" school improvement); 2) it is a guided eight-step process; 3) the input of all staff will be needed; 4) there will be a representative School Improvement Team in place that will meet, plan, and share information back with full staff.

3. **Put together a School Improvement Team if one doesn't already exist**. The team should include building administrators, chairs or co-chairs, representative cross-section of the teaching staff (not the entire English department, or just the primary teachers), paraprofessionals, parent(s) and community members, representation from the district level and outside experts if the school did not meet Adequate Yearly Progress and has been identified for improvement. Both genders and the diversity of the students and community must be taken into consideration. If it is a secondary school, students can also be incorporated into the School Improvement Team. (See Who Should Be Involved in this chapter.)

4. **Have a School Improvement Team meeting**. This will be the time to establish guiding principles and operating procedures for the School Improvement Team. The team will need to decide on how they will come to consensus during the school improvement process. (See sample decision-making example in the appendix)

5. **School Improvement Team conducts Readiness to Benefit Assessment**. The School Improvement Team will spend about 30-60 minutes discussing the readiness of staff to engage in the process of school improvement planning as well as conduct the readiness assessment instrument outlined in this chapter.

6. **Have a second School Improvement Team meeting.** The focus of this meeting is to explore common understandings regarding vision and mission of the school and to begin looking at the use of data in preparation of the next step.

7. **Reconvene full faculty.** Discuss the School Improvement Team progress on mission and vision. Let staff know that the team will be moving into step 2 collecting data for the school profile.

Who Should Be Involved? ®

The Michigan Revised School Code – 380.1277 specifies that "school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and voluntarily participate in the development, review, and evaluation of the district's school improvement plans."

Title I Targeted Assistance: If your school is designated Title I Targeted Assistance, include Title I parents and Title I staff members on your team.

Title I School-wide: If your school is designated Title I School-wide, include parents of students who need additional assistance, and staff who provide the additional assistance on your team.

Adequate Yearly Progress: If your school did not meet Adequate Yearly Progress (AYP) and has been identified for improvement, the school is required to have "Outside Experts" involved with their school improvement process. North Central Association schools that have been identified for improvement are encouraged to receive assistance from their local school district, IntermediateSchool District and/or the Michigan North Central office by emailing www.ncami@umich.edu with their request. Non-NCA schools are encouraged to receive assistance from their local school district and/or IntermediateSchool District /educational service agency.

After Identifying the School Improvement Team members, fill out the participant form located in this chapter and include it as part of your total school improvement plan.

Resources

Required

MDE-Managing Schoolwide Programs ®

Schoolwide Program Requirements

MDE - Office of Field Services - 08/06/03

Comprehensive Plan Elements - Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the *No Child Left Behind Act of 2001*), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

1. **Describes Components**. Describes how the school will implement the required components; (page 2)

2. **Describes Resources.** Describes how the school will use resources under this part and from other sources to implement those components;

3. **Lists Related Programs.** Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and

4. **Describes Parent Support.** Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by section 1111(b)(3).

Comprehensive Plan Development - The comprehensive plan shall be:
1. One-Year Development Period and Exceptions. Developed during a one year period, unless-

- The local education agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
- The school is operating a schoolwide program on the day preceding the date of enactment of the *No Child Left Behind Act of 2001*, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; [§ 200.27 ...amend its existing plan during the 2002-2003 school year].

2.Planning Team. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;

3.Plan Duration. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school. Section 200.26(c) of the Title I Final Regulation states: A school operating a schoolwide program must--

(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators academic achievement;

(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

4.Public Availability. Available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

5.Coordination. If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

Prekindergarten Program - A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

Ten Schoolwide Program Components

1. Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). Title I regulations § 200.26 state: Core elements of a schoolwide program. (a) Comprehensive needs assessment. (1) A school operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that—(i) Is based on academic achievement information about all students in the school, including all groups under § 200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under § 200.1 to—(A) Help the school understand the subjects and skills for which teaching and learning need to be improved; and (B) Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and (ii) Assesses the needs of the school relative to each of the components of the schoolwide program under § 200.28. (2) The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. (3) The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

2. Schoolwide Reform Strategies

- Inclusion/Performance Enhancement. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- Effective Methods and Instructional Strategies. Use effective methods and instructional strategies that are based on scientifically based research that:

    o Strengthen the core academic program in the school;
    o Increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
    o Include strategies for meeting the educational needs of historically underserved populations;

- Target Population/Low Achieving Services. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are member of the target populations of any program that is included in the schoolwide program, which may include:

    o Counseling, pupil services, and mentoring services;
    o College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    o The integration of vocational and technical education program; and

- Program Evaluation. Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any.

3. Highly Qualified Teachers - Instruction by highly qualified teachers.

4. High Quality Professional Development

In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. In accordance with Title I final regulations § 200.28, align professional development with the State's academic standards; devote sufficient resources to carry out effectively the professional development activities described in paragraph (b)(2) of this section; and, include teachers in professional development activities regarding the use of academic assessments described in § 200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

5. Attract Highly Qualified Teachers

Strategies to attract high quality highly qualified teachers to high-needs schools.

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6. Parent Involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. [§ 200.28 (1) A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan. (2) A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—(i) Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and (ii) Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by § 200.2.]

7. Transition Plans

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Teacher Participation in Assessment Decisions

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Timely Additional Assistance

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination of Services and Programs

Coordination and integration of Federal, State, and local services and program, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

General Provisions

- In general - A local educational agency may consolidate and use funds under this part, together with other Federal and local funds. In order to upgrade the entire school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
- Identification of students not required-in general no school participating in a schoolwide program shall be required --
  - o   to identify particular children under this part as eligible to participate in a schoolwide program; or
  - o   to provide services to such children that are supplementary, as otherwise required by section 1120A(b).

- Supplemental funds - A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.
- Requirements - A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.
- Professional development - Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

Records - A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Note according to Title I regulations § 200.29 Consolidation of funds in a schoolwide program. (1) Migrant education. Before the school chooses to consolidate in its schoolwide program funds received under part C of Title I of the ESEA, the school must—(i) Use these funds, in consultation with parents of migratory

children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under § 200.83; and (ii) Document that these needs have been met.

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Schoolwide Program Planning Chart

MDE - Office of Field Services - 08/06/03

Schoolwide Program Planning Chart
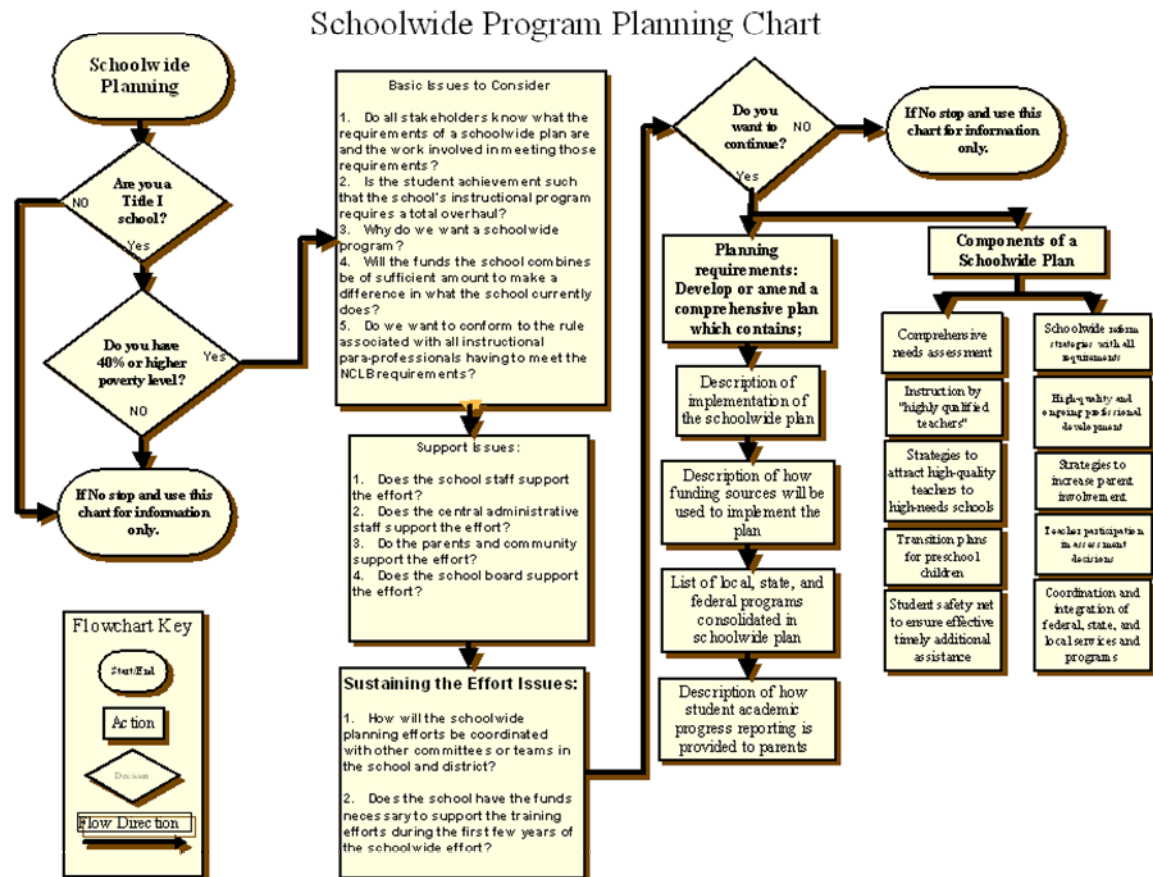
Schoolwide Program Planning

MDE - Office of Field Services - 07/18/03

Eligibility Requirements

- Must be a Title I eligible school
- Must have a poverty rate of 40% or higher as measured by free and reduced lunch eligible students.

Planning Requirements

- Building must develop or amend (if currently a schoolwide program) a comprehensive plan for reforming the total instructional progress in that building which:
    - Describes how the schoolwide program will be implemented
    - Lists which local, state and federal programs will be consolidated in the schoolwide program
    - Describes how funding sources will be used to implement the schoolwide plan
    - Describes how student academic progress reporting will be provided to parents

Plan Development

- Require a one year planning process unless;
    - Shortened by a recommendation of the technical assistance provider
    - Schools currently operating as a schoolwide program shall develop amendments to its exacting plan (during the first year after enactment) to reflect the provisions of this section.

- Developed with the involvement of parents, other members of the community, and individuals who will carry out such plans
- The plan shall be reviewed and revised as necessary by the school
- Available to all stakeholders, and to the extent practicable in the language of the parents
- If appropriate, coordinated with Reading First, Early Reading First, Even Start, Carl Perkins Vocational and Technical Education Act of 1998, and The Head Start Acts
- School may use funds to establish or enhance pre-kindergarten program for children below the age of 6

Components of a Schoolwide Program

- Comprehensive needs assessment of the entire school, including, but not limited, to student achievement on state assessment measures
- Schoolwide reform strategies that provide opportunities for all children to meet high standards
    - Based on scientifically based research that–
        - Strengthen the core academic program
        - Increases the amount and quality of learning time
        - Meets the needs of underserved populations
    - Includes strategies that address to needs of all students. Plan places an emphasis on low achieving students and those students at-risk of not meeting state standards.
    - Describe how the school will determine how their needs have been met
    - Must be consistent with and help implement the local and state improvement plans.
- Instruction provided by highly qualified teachers
- High quality and ongoing professional development for all stakeholders
- Strategies to attract highly qualified teachers to high needs schools
- Strategies to increase parental involvement
- Transition plans to assist pre-school students from early childhood program to elementary school programs

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- Description how teachers are included in decision of how to use academic assessments to improve the achievement of individual students and the overall instructional program
- Describe how students having difficulty achieving the core curriculum will be provided timely additional assistance.
- Describe how Federal, State, and local services and program will be coordinated and integrated with one another.

Assessing Needs of Schools

MDE - Office of Field Services - 08/05/03

STEP 1: Define the Focus of the Analysis

    A.   Define the target population
    B.   Define the target performance variables

STEP 2: Design the Data Collection Method

    A.   Written questionnaires
    B.   Interviews
    C.   Focus Groups
    D.   Review of achievement results

STEP 3: Collect the Data

STEP 4: Analyze the Data

    A.   Identify trends.
    B.   Compare trends with past information.
    C.   Confirm trends/results with target population (feedback meeting)

STEP 5: Develop Recommendations for Improvement (Action Steps)

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Assess Needs of Schools

Define Focus Analysis

Target Population

Performance Variables?

Design Data Collection Method

Questionnaires → Interviews → Focus Groups → Achievement Results

Collect Data

Analyze Data

Identify Trends → Compare Trends With Past Information → Confirm Results

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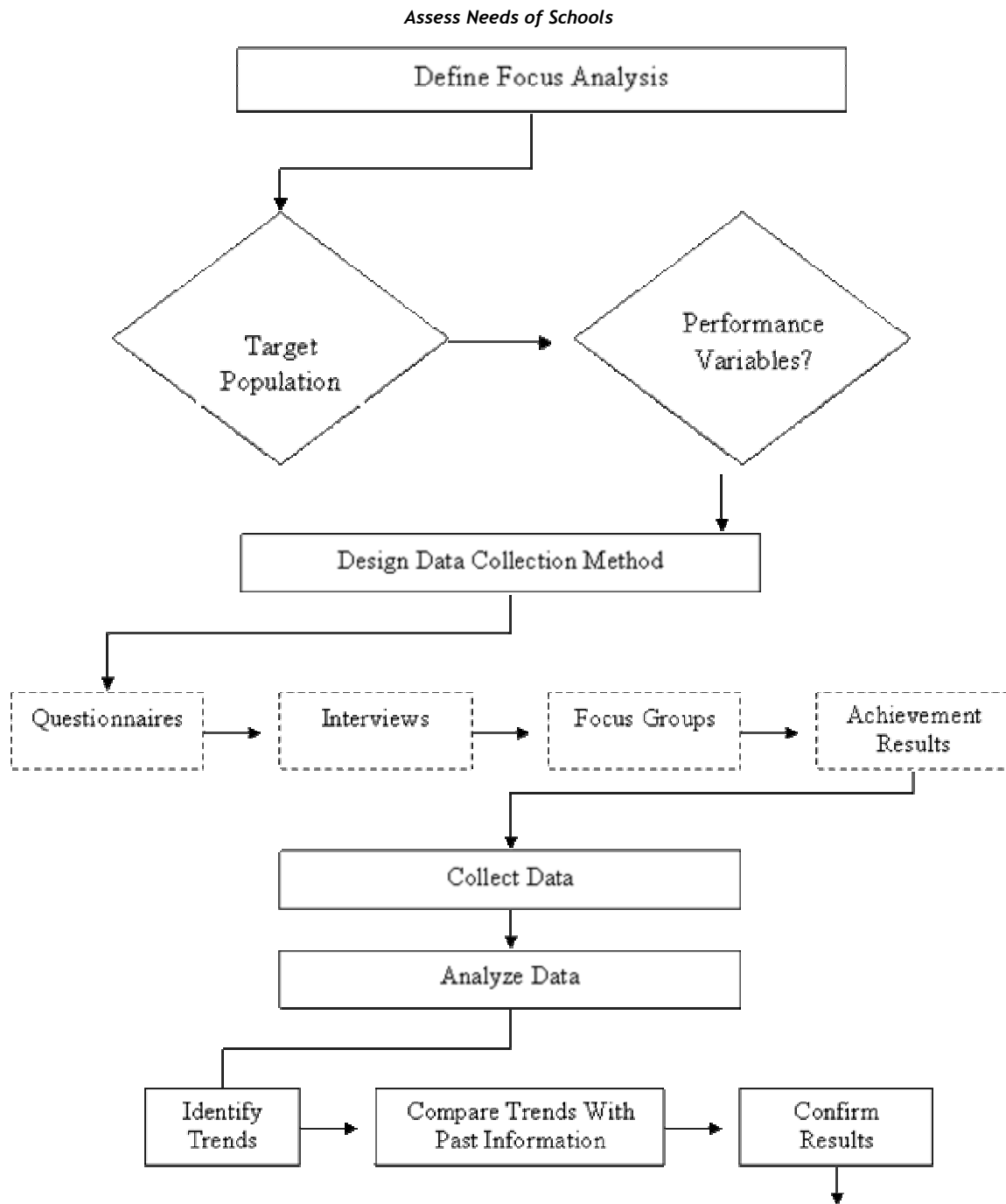
Schoolwide Program Frequently Asked Questions

MDE Office of Field Services – 08/06/03

Q1.   What happens if a school that becomes a schoolwide program drops below the initial eligibility threshold in a subsequent year?

   A.   To promote effective, long-term planning, a school can maintain its schoolwide program eligibility even it if drops below the initial poverty threshold. There is no required redetermination of schoolwide program status every three years as there was in the past. Therefore, a school that becomes a schoolwide in 2002 with 40% poverty can continue its schoolwide program even if its poverty level falls below 40% in following years, **as long as the school meets the general Title I eligibility and selection requirements and the LEA has sufficient funds to serve the school.**

Q2.   How long may a schoolwide program plan remain in effect?

   A.   The schoolwide program plan can remain in effect for the duration of the school's participation under Title I. A school must review and update its plan, in 2002-03, to reflect changes in the No Child Left Behind Act, in its schoolwide program or changes to reflect State standards established after the plan was developed. It is a district decision to become a schoolwide program school after the year of planning. Therefore, if a school decides, for whatever reason, to return to a targeted assistance program, it is also a district decision.

Q3.   From which Federal education programs may a schoolwide program school combine funds and services in its schoolwide program?

   A.   A schoolwide program school may use funds or resources that the school receives from any Federal education program administered by the Secretary to upgrade its entire educational program. In addition, a school must comply with certain requirements if it combines funds from the following programs in its schoolwide program:

   - Consistent with section 1306(b)(3) of Title I and §200.29(c)(1)(i)(ii) of the Title I regulations, a schoolwide program school that combines Migrant Education Program (MEP) funds under Part C of Title I must, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under §200.83 and document that these needs have been met.
   - Consistent with section 7115(c) of the ESEA and §200.29(c)(2) of the Title I regulations, a schoolwide program school may combine funds received under Subpart 1 of Part A of Title VII of the ESEA regarding Indian education if the parent committee established by the LEA under section 7114(c)(4) of the ESEA approves the inclusion of those funds.
   - A school may combine IDEA funds in its schoolwide program if the amount of IDEA funds used in the schoolwide program does not exceed an amount equal to the number of children with disabilities participating in the schoolwide program multiplied by the per-child amount of IDEA funds received by the school's LEA. Except for how the school uses its IDEA funds, the school must comply with all other requirements of IDEA to the same extent it would if it did not combine IDEA funds in its schoolwide program.
   - A school may also consolidate funds received under section 8003(d) of ESEA (Impact Aid) for children with disabilities in a schoolwide program. The school must comply with all other requirements of section 8003(d).

Q4.   From what requirements are a schoolwide program not exempt?

   A.   Even though a schoolwide program school combines funds from other Federal programs in its schoolwide program and is thus freed from most statutory and regulatory requirements of those programs, the school and its LEA, as appropriate, must still comply with requirements applicable to those programs relating to:

   - Health and safety requirements
   - Civil rights requirements
   - Participation and involvement of parents and students
   - Services to private school children
   - Maintenance of effort
   - Comparability of services
   - Requirements to use Federal funds to supplement, and not supplant, non-Federal funds

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- Distribution of funds to SEAs and LEAs

Q5.   If a schoolwide program school is not required to identify particular children, how can the school determine whether it is meeting the needs of the intended beneficiaries of the Federal education programs whose funds it has combined?

A.   A schoolwide program school is not required to identify particular children as eligible to participate in a schoolwide program because it is not required to focus Federal education funds on particular children. All children are eligible to participate in all aspects of the schoolwide program, **as appropriate.** However, in order to know how best to address the needs of all children in the school, particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards or who are members of the target population of any program whose funds are combined, the school by necessity needs to know which children have special needs. They are, for example, migrant students, or limited English proficient students, or any student at risk of failing to meet the State's academic performance standards. The school also must identify children by certain characteristics in order to disaggregate data on its final State assessment.

Q6.   If a schoolwide program school can potentially serve all children, can we combine our Section 31a funding with our federal funds and serve all children?

A.   Section 31a is a state of Michigan funded program. It is very specific in its eligibility criteria and cannot be combined with Federal education funds to operate a schoolwide program. Children served under Section 31a must meet the eligibility criteria in order to receive services.

School Improvement Team Participant List ®

The Michigan Revised School Code – 380.1277 specifies that "school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and voluntarily participate in the development, review, and evaluation of the district's school improvement plans."

Please list the members of your School Improvement Team in the chart below. Designate your chairperson/s, secretary, and any other team positions. Enter each team member's term. In determining the length of terms for your team members, consider rotation of team member's terms while maintaining continuity.

The following faculty members, parents, community members, students, district representatives (and Outside Expert for schools not meeting Adequate Yearly Progress and identified as needing assistance) have agreed to serve on the School Improvement Team and have reviewed their roles and have discussed their part in implementing the School Improvement Plan.

School _____   Date _____

	NAME	TITLE OR ROLE	TERM
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

School Improvement Check-Off List ®

What Are The Major Components Of A School Improvement Plan And How Do I Keep Track Of Progress?

Directions: Listed below you will find the major components of a completed school improvement plan in the form of a checklist. This checklist also represents an outline of components of the printed plan when MIPlan is completed online. As you work through the various components in this planning process, check off sections as you complete them with your School Improvement Team. Generally speaking, when a section is finished, the team begins work on the next section. As a result, your team will have specifics to share with the rest of the staff on the progress being made in completing the plan.

School Improvement Process and individual Steps	Completed
Title Page	
School Improvement Team Membership	
Introduction	
Decision-Making Process Outline	
School Mission Statement	

School Profile (NCA Schools may do this using the NCA materials)
        EducationYesSchool Performance
        Education Yes Student Achievement
        Adequate Yearly Progress and Disaggregation of Data	

Student Performance Goals with three sources of compelling data (NCA schools may do this using NCA materials and import at this point in the process)	

Action Plans
        Two-year plan requirements (Only for schools identified for improvement from AYP)
        Title I Targeted Assistance Requirements (For Title I Targeted Assistance Schools Only)
        Title I School-Wide Requirements (For Title I School-wide Schools Only)
        Family and Parent Involvement Requirements
        Professional Development Plan and Calendar	

Monitoring the Implementation of the Plan
        Michigan Code Requirements
            Instructional Curriculum Alignment
            Community Resources & Volunteers
            On-the-Job Opportunities
            Community Education and Libraries, Community Colleges
            Technology Plan	

School Improvement Plan Evaluation	

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Readiness Assessment ®

Issue /Challenge: Engage school stakeholders in a continuous improvement process focused on improving student achievement

Abilities (Able)		
	Yes	**No**
Stakeholders understand that the continuous improvement process is a process, not an event, and that the first "round" will take a number of months to complete.		
The School Improvement Team includes a person knowledgeable about the continuous improvement process or technical assistance for the process is available.		
2-3 hour blocks of time are available for whole staff involvement in the process (early release, extended time, etc.).		
Resources are available to provide for School improvement Team meetings.		
Relationship of the School Improvement Team with district office has been clarified and support exists at the district level.		
Communication and decision-making processes are established in the school.		
Relationship between the School Improvement Team and possibly other building Site Councils have been clarified.		
Issues Specific to the School:		

Attitude (Willing/Secure)		
	Yes	**No**
Staff members are ready to focus on actions that will improve student achievement.		
Staff members value the use of data for decision-making.		
Staff members value giving input during decision-making.		
Staff members are receptive to the idea that change may be necessary.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:

_____ Unable and Unwilling   _____ Able but Unwilling
_____ Unable but Willing   _____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

Next Steps: After evaluating the information from the readiness to benefit assessment, the appropriate next step for our school is to . . .

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School Introduction ®

Directions: The purpose of the Introduction is to have an ongoing history of school improvement planning which will assist new staff members and others in understanding the process. This can be completed as one of the first steps of the process, as your school is progressing through the process, or at the end of the planning process. Please answer the question below to document your school improvement history.

Please write a summary description of how the school improvement plan was developed.

<div style="border:1px solid black">

School Improvement Plan Summary

</div>

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Planning Calendar for MIPlan Steps Required

Time Frame Non AYP Schools	Proposed Completion Date	Step	Product/Outcomes
4-8 hours		Readiness to Benefit	By the end of this step, the entire school faculty will have a clearer picture of what it will take to go through the eight steps of the school improvement process. The appropriate structures and supports for this to happen will be in place (e.g., School Improvement Team, district buy-in, Mission, Shared Vision etc.).
8-20 hours		Collect, Sort, and Select Data	Current data or indicators will be collected in four major categories: achievement, demographics, staff/student/parent perceptions, and contextual (school programs). Data is prepared to enable full faculty to engage in a data carousel activity
2-4 hours		Build and Analyze School Profile	The result of this step is an analysis of data by all staff based on narratives, charts, and graphs displaying the current status of the school. A prioritized list of challenges will be generated and used in the next steps to develop goals and an action plan.
2-4 hours		Set Student Performance Goals	Challenges/concerns are grouped into target areas. Goals and essence of goals are written and prioritized in this step.
10-20 hours		Research and Select Effective Practices	Further analyze data, locate best practices, interview consultants, conduct site-visits, and engage in research to identify strategies/ interventions that will address the identified goals and provide the basis of action plans.
8-12 hours		Develop Action Plan	Creation of specific action plans focused on each goal area that describe the specific strategies/interventions, activities, professional development, timelines, persons responsible, resources and measures of success for each strategy/intervention.
Ongoing		Monitor Implementation of the Plan	Formative and summative measures of assessment such as classroom based assessments, analysis of student work, and updated state assessments are used to see if progress is occurring in each of the goal areas. Based on this information, plans are modified as necessary.
3-4 hours		Evaluation of Student Achievement	State Assessments and other summative measures specified in the action plans are analyzed to determine if strategies/interventions in action plans have met student needs.

Note: Typical school improvement planning process is completed over a 6 – 7 month period.

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School Level Participatory Decision-Making Process ®

A school level participatory decision-making model delineates who makes what decisions, describes how parents are involved, outlines who will facilitate the school improvement meetings, defines how input from the total staff is sought and included in the plan, and outlines decision-making guidelines.

Directions: Use this template below to develop your school improvement decision-making process. Utilize your School Improvement Team members to discuss the details of the decision-making process. Include this template as part of your school improvement plan. See the Example of a Michigan Decision-making Model below this template.

	DECISION-MAKING PROCESS TEMPLATE	
1.	Describe your School Improvement Decision-making Model	
2.	List your school decision-making guidelines	
3.	Who will facilitate school improvement meetings?	
4.	What are the roles of the School Improvement Team?	
5.	How will you involve parents in decision-making?	
6.	How will you seek input from staff?	

Example of a Michigan Decision-making Model

Decisions by Consensus: All decisions shall be made by consensus. If consensus cannot be reached, the item will be dropped and/or considered at a later time.

Participatory Decision-making Guidelines: In making decisions, the following parameters will be followed:

- Stay within the curriculum, policies, and Master Agreement of the District.
- Establish an acceptable percentage for staff approval of the School Improvement
- Use research and assessment data as a basis for decision-making.
- Work with central office regarding curriculum, funding, and Board of Education decisions.
- Agenda items and decision-making are limited to academic achievement related tasks such as those listed below.

Membership: At a minimum, the following members will be on the team: an administrator, and three to five teachers, parents, and students when appropriate. Other team members such as community members may be added as appropriate. A chairperson/s will be designated by the principal.

Terms: Each team member will serve on the school improvement team a minimum of three years.

Tasks:
- Establish necessary teams/committees to accomplish work.
- Determine what data will be analyzed.

- Review, analyze, and share results.
- Develop draft materials for staff consideration, input, and approval.
- Review related research to determine interventions/strategies.

Meetings: The School Improvement Team will meet a minimum of once a month for the purpose of completing school improvement work. Monthly meeting dates will be established for the school year at the beginning of the school year. Special meetings may be called as needed by the chairperson with at least 5 days notice. Minutes of the meetings will be forwarded to all staff and Central Office. A quorum constitutes a simple majority of the total membership. Meetings will not be conducted unless a quorum is present.

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Mission Statement ®

> In high performing schools, staff members find ways to address the underlying reasons and motivations for the work that is done in their schools. Schools and districts vary in the approaches for doing this.
>
> At a minimum, school staff must have the opportunity to discuss and create a common understanding of the school's role to help students become productive, educated members of society.

The mission is a precise written statement that identifies the priorities and educational beliefs of the school or district with regard to what is to be developed within its students. A mission is a purpose that serves as a road map and guide for your school. Creating a school's mission statement is a process of gathering ideas and suggestions for the mission and honing them into a short, sharply focused phrase that meets specific criteria. Words should be chosen for their meaning rather than beauty, for clarity over cleverness. The best mission statements are plain speech with no educational jargon. A good mission statement is inspiring, exciting, clear, true, and engaging. The true spirit of a mission statement is that it inspires stakeholders and provides a touchstone for efforts.

Ask the following questions when developing a mission statement:
1. Why you do what you do?

2. What is the school's reason for being?

3. What is the school's main purpose?

4. What is the ideal outcome of the school's efforts?

5. What, in general terms, do you want for students academically and socially?

6. What is the staff's role in making the mission statement a reality in the school?

7. What will staff have to do to make the mission statement a reality?

Pull it together. Put the answers to the questions above together into one or two statements. This will be the first draft of your mission. (Don't spend a lot of time "wordsmithing"). The content is more important at this point. The School Improvement Team will need to refine and polish the mission statement at a later date. (See samples in this chapter)

Self-evaluate your product. How does your statement measure up on the rating criteria below?

MISSION STATEMENT

Directions: Paste or write your mission statement in the space provided. Use the above rubric for guidance.

<div style="border:1px solid black; padding:1em;">

MISSION STATEMENT

</div>

Optional

Suggested Criteria for an Effective Mission Statement ●

(5 is high, 1 is low)

The mission statement:	5	4	3	2	1
Is concise, sharply focused, and clarifies the purpose of the school					
Is academically targeted					
Is clear and easily understood					
Defines why we do what we do					
Defines why the organization exists					
Is supportive of the district mission					
Is committed to the teaching and learning of all students					
Provides direction for doing the right things					
Is "owned" by staff and inspires commitment					
Is inclusive of all stakeholders					
Is driven by excellence and quality					
Says what we want to be remembered for					

Example Mission 1: We, the entire staff of Michigan Middle School, in cooperation with parents and the community, hold high expectations that all students will learn the essential academic skills necessary for success in the world. We believe that it is each staff member's responsibility to educate all students with excellence, regardless of previous academic performance and/or socio-economic background, race, or gender.

Example Mission 2: We, the entire staff of Michigan Middle School hold high expectations that all students will learn and achieve academic standards. We believe that our school's main purpose and each teacher's responsibility is to educate our students regardless of previous academic performance, family and/or socioeconomic background, race or gender, while developing a caring attitude that fosters good citizenship. Through communication with parents, the staff will develop a partnership that enhances positive growth in a healthy, school environment.

Example Mission 3: The staff of Michigan Middle School, in cooperation with parents and the community, believe that all students can learn. We are committed to educating all students in meeting the essential learning of our school.

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Vision Statement ●

In high performing schools, staff members find ways to address the underlying reasons and motivations for the work that is done in their schools. Schools and districts vary in the approaches for doing this.

At a minimum, school staff must have the opportunity to discuss and create a common understanding of the school's role to help students become productive, educated members of society.

Vision is a statement that describes in detail the components and characteristics of the school that would be required to fulfill a specific mission. **Note: Vision statements are not required in Michigan.**

A vision statement is a clear description of the kind of system that will be needed to deliver the mission of the organization. Staff members should respond to the following question in writing or by creating a group picture on chart paper, "What do we want this school to be for students, their families, and our community?" Urge staff to move beyond current limitations and look at the ideal situation. Other questions that can prompt a vision include "The kind of school I would like my own child to attend would..." or, "I want this school to be a place where..."

Martin Luther King, Jr. said, "I have a dream," and what followed was a vision that changed a nation. That famous speech is a dramatic example of the power that can be generated by a person who communicates a compelling vision of the future. It's our responsibility as a school to create a compelling vision for all members of our learning community.

A mission statement answers the questions: Why does our organization exist? What business are we in? What values will guide us? **A vision,** however, is more encompassing. It answers the question, "What will success look like"? It expresses a desired state at some point in the future. It is the pursuit of this image of success that really motivates a school community to work together.

A vision statement should be realistic and credible, well articulated and easily understood, appropriate, ambitious, and responsive to change. It should orient the group's energies and serve as a guide to action. It should be consistent with the school's values. In short, a vision should challenge and inspire the school to achieve its mission.

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Directions: Paste or write a Vision Statement for you school using the information outlined above

<table>
<tr><td>VISION STATEMENT</td></tr>
<tr><td></td></tr>
</table>

Rubrics: Mission Statement ●

Purpose of Self Evaluation:
- To help ensure that the school knows the expectations described in the rubrics
- To make sure the school understands on what criteria they are being evaluated
- To use the rubrics as guidelines in completing their School Profile and Improvement Plan
- To help the visiting team know how the school is viewing themselves

Directions: Use the following rubric to measure the quality of your mission statement.   These are discrete rubrics, meaning only the score points listed for each criterion can be selected. For example, Criterion E for the Mission Statement lists score points of 6 4 3 2 1 and 0. The scorer must choose which criterion description best fits that aspect of the Mission Statement. The scorer cannot choose to give a 5 on Criterion E because a score point of 5 is not listed for that criterion. 80% is the guideline for passing. When the % score is lower than 80%, it will be critical to make any necessary modifications to help ensure quality and a score higher than 80%.

ENTER SCORE

Criterion A:
The mission clarifies the purpose of the school.

2 Points	The mission clearly and concisely clarifies the purpose of the school.
1 Point	The mission suggests or alludes to the purpose of the school.
0 Points	The mission does not clarify the purpose of the school.

Criterion B:
The entire school community was appropriately involved in the development of the school mission.

2 Points	Stakeholders representing all groups (faculty, parents, and students) were involved in the development of the mission statement.
1 Point	Stakeholders from some groups were involved in the development of the mission statement.
0 Points	No stakeholders were involved in the development of the mission statement.

Criterion C:
The mission statement identifies what is to be developed within students.

4 Points	The mission statement identifies the knowledge, abilities, habits, and attitudes that are to be developed within students.
3 Points	The mission statement identifies some of the knowledge, abilities, habits, and attitudes that are to be developed within students.
2 Points	The mission statement identifies at least one area of knowledge, abilities, habits, or attitudes that is to be developed within students.
0 Points	The mission statement does not identify anything to be developed within students.

Criterion D:
The mission statement is consistent with and supportive of the district mission.

2 Points	There is a direct relationship between the school mission statement and the district mission statement.
1 Point	There is an indirect relationship between the school mission statement and the district mission statement.
0 Points	There is little or no relationship between the school mission statement and the district mission statement.

Criterion E:
The mission statement is used to guide decisions.

6 Points	Almost all decisions related to the school improvement plan are guided by the mission statement and some decisions about the school are guided by the mission.
4 Points	Almost all decisions related to the school improvement plan are guided by the mission statement.
3 Points	Most of the decisions related to the school improvement plan are guided by the mission statement.
2 Points	Some of the decisions related to the school improvement plan are guided by the mission statement.
1 Point	Almost none of the decisions related to the school improvement plan are guided by the mission statement.

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0 Points   None of the decisions related to the school improvement plan are guided by the mission
                    statement.

Criterion F:
There was an examination of environmental scan data during development of the mission
statement.
2 Points   The faculty examined many sources of environmental scan data.
1 Point   The faculty examined some sources of environmental scan data.
0 Points   The faculty did not examine environmental scan data.

Criterion G:
The school staff is committed to the mission.

2 Points   All faculty members can articulate how the school mission is addressed in their classrooms.
1 Point   Some faculty members can articulate how the school mission is addressed in their classrooms.
0 Points   Only a few faculty members can articulate how the school mission is addressed in their
                    classrooms.

Mission Evaluation ●

Criteria

A. The mission clarifies the purpose of the school. (2 points possible)

B. There was appropriate involvement of the entire school community in the development of the school mission. (2 points possible)

C. The mission statement identifies what is to be developed within students. (4 points possible)

D. The mission statement is consistent with and supportive of the district mission. (2 points possible)

E. The mission statement is used to guide decisions. (6 points possible)

F. There was an examination of environmental scan data during development of the mission statement. (2 points possible)

G. The school staff is committed to the mission. (2 points possible)

TOTAL POINTS POSSIBLE: 20
TOTAL POINTS EARNED:

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Collect,_Sort_and_Select_Data

Collect, Sort and Select Data - Overview

REMINDER

School Characteristics: The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.

School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used

Example: Title I - Schoolwide: AYP Phase II: MIPlan, NCA

School Characteristics: _____

Are you sure this designated characteristics are correct for your school?   __ Yes __ No

---

Overview of This Step

Data can tell a school's story. Collecting and using information about the school and the school's community moves the message from feelings to facts. Gathering the right data from a variety of sources can:

- Create a baseline on student skills and stakeholders' attitudes and beliefs
- Provide an accurate picture of current school processes and programs
- Guide actions taken to change outcomes

Data will be collected in four different domains; achievement, perception, demographics, and contextual data (school programs and process). Data will need to be disaggregated to help School Improvement Teams make prudent decisions. As data is available for the MIPlan online process, MEAP, MI-Access, Alternative LEP, AYP status and Ed. YES data will automatically be downloaded and disaggregated, if appropriate, for an individual school. Graphs and charts will be then be dynamically generated for use along with other data in establishing student performance goals. At a minimum, MEAP data will need to be disaggregated by:

- Ethnicity
- Migrant
- Gender
- Limited English Proficiency (LEP)
- Socioeconomic Status
- Special Education

The law and federal regulations require the examination of data in four categories to determine if each category of students achieves identified Adequate Yearly Progress (AYP) targets. At least 30 students in a group will need to have taken a particular MEAP test before a school is required to disaggregate results. The four categories are:

- Racial/Ethnic Groups
- Students with Disabilities
- Limited English Proficient Students
- Students from economically disadvantaged families

It is possible that smaller schools may not test enough students for meaningful conclusions to be drawn from the data. If such is the case, a school is encouraged to look at student achievement trends over longer periods of time, and also to use environmental scan data. By researching "environmental scan" on the web, considerable information is available about the world into which students will transition.

> NOTE: To ensure confidentiality and consistency with Family Education Rights and Privacy
> Act (FERPA) guidelines, only data that reflects student performance at the school level
> (and of a "significant" size) should be imported into the school site plan.

Purpose of this Step

By the end of this step in the school improvement process the School Improvement Team will gather current data on achievement, perceptions, demographics, and contextual influences (school programs and processes). The sources of information that help "tell the story" of the school will be prepared so the full faculty can carefully consider the data during the next step.

Who Should Be Involved?

Ideally, the School Improvement Team will decide what data is needed for each category of measurement. Then the full faculty will have an opportunity to look at a list of what is being gathered—so they can add their thoughts on sources.
How Much Time is Needed for This Step?
This varies depending on how readily available the data is, how many people are working on it, and how short the timeline is. This step may take 8-20 hours.

Process ®

1. **Schedule a School Improvement Team meeting to discuss data.** During this meeting the staff will assign tasks for collection of data that tells the current state of your school in four main categories using the *What to Collect Worksheets*. Data will be collected in:

   - Achievement
   - Perceptions
   - Demographics
   - Contextual (school programs and processes)

2. **Schedule a School Improvement Team meeting to complete the Staff Survey and *Contextual Data worksheet*.** During this meeting the School Improvement Team will assess the school's programs and services. Results from these activities will be used by the entire staff to determine strengths and weaknesses and as a help in developing goals.

3. **School Improvement Team conducts a Readiness to Benefit Assessment.** The School Improvement Team will spend about 30-60 minutes discussing the readiness of staff to engage in the collecting, sorting, and selecting data.

4. **Review the results of the data with your School Improvement Team.** Collecting data about the school can be like an archeological dig—sifting through a lot of debris to find the artifacts that tell the story.

5. **Consider what additional data needs to be collected.** The School Improvement Team considers the types of data, where to find it, and whether additional data needs to be found (for instance, you may need a more recent parent survey).

6. **Plan for and schedule a full staff meeting to review collected data.** This will take about 45 minutes and is a way to continually build buy-in for the school improvement process.

   - Staff in small groups of 4-5 staff members considers data and sources. Staff looks at completed data collection worksheets *What to Collect Worksheets* (prepared by the School Improvement team at their first meeting for this step) and adds their ideas on additional sources, if needed.

7. **Meet with School Improvement Team again to review staff input** This meeting gives the School Improvement Team an opportunity to go over staff input for additional data collection, check in on what data was collected, and plan for the next step involving the creation of the school profile.

Cautions
Allow enough time to collect a wide variety of data -- it can't be a last minute job! Also, it's very tempting to jump into analyzing data as soon as it's collected. It's natural for members to want to solve problems and create plans immediately after previewing data. This can bog a team down and add a lot of extra time. Urge staff to hold off on problem solving for now as this collective analysis will be part of the process in the near future.

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Resources

Required

Data Collection Rubric ®

Definition: Collecting, sorting, and analyzing data helps School Improvement Teams evaluate strengths and weaknesses of the school with the expressed goal of determining how the school can best build on its strengths and improve on challenged areas in order to enhance student learning in the school.

Characteristics: In order to collect, sort and analyze data, School Improvement Teams need

- clearly presented, valid, and reliable data;
- a variety of sources of information (e.g. teachers, parents, students, administrators, counselors, community members)
- a balance of different types of data measuring the pulse of current school status compared with similar data over periods of time (e.g., student achievement scores, perceptions of stakeholders, behavioral and attitudinal patterns, school programs and processes including resource allocations, demographic patterns all in current and longitudinal representation);
- to accurately interpret the data to identify both strengths and challenges;
- to identify needs from strengths and challenges; and
- to set priorities for needs in a manner that addresses student learning.

Data Collection Rubric

		4	3	2	1
The data collection is presented in a comprehensive and understandable manner		Data from all four data domains clearly describes strengths, and weaknesses of the school	Data from four or data domains adequately describes strengths and weakness of the school	Data from several data domains minimally outlines strengths, and weaknesses of the school	Limited or no valid data is used. Strengths and weaknesses are not outlined
The needs are based on data collected from a variety of sources		Data from all possible sources were included in identifying the strengths and weaknesses of the school	Most of the sources were included in identifying the strengths and weaknesses of the school	Few sources were included in identifying the strengths and weaknesses of the school	No information is provided identifying the strengths and weaknesses of the school
Data is based on an adequate sampling of individuals		A large number of individuals were included in all samples of data	Most samples had Adequate number of responses	Most samples did not have enough responses to adequately represent the data	No information is provided about the sample size, or no samples were taken
Data incorporates multiple ~~indicators~~ types		Data are provided from all possible types of information, and data are presented	Data are provided from most types of information, and data are presented	Data are provided from some types of information, and data are presented	No evidence of data from different types of information is included, or no data are presented
Data is accurately interpreted to identify strengths and weaknesses		All strengths and weaknesses are clearly based on an accurate interpretation of the data	Most strengths and weaknesses are based on an accurate interpretation of the data	Few strengths and weaknesses are based on an accurate interpretation of the data	None of the strengths and weaknesses are based on an accurate interpretation of the data
The detected needs are based on the identified strengths and weaknesses		All needs are based on the identified strengths and weaknesses	Most needs are based on the identified strengths and weaknesses	Few needs are based on the identified strengths and weaknesses	None of the needs are based on the identified strengths and weaknesses, or needs are not presented
Priorities are set for needs in a manner that addresses student learning		Priorities are set for all needs that clearly indicate the degree of impact on student learning	Priorities are set for most needs that clearly indicate the degree of impact on student learning	Priorities are set for few needs that clearly indicate the degree of impact on student learning	Priorities are not set for needs that clearly indicate the degree of impact on student learning
Comments:					

Recommended

"What to Collect?" Achievement Data Worksheet ◇

Use the chart below to outline specifics about what achievement data to collect during the school improvement process.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
MEAP			
Other State Assessments MI-Access English Language Proficiency Test			
Norm Referenced Tests			
Other local assessment data			
Other (specify)			

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"What to Collect?" Perception Data Worksheet ◊

Use the chart below to outline specifics about what perception data to collect during the school improvement process.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Climate Surveys			
Parent Surveys			
Staff Surveys			
Student Surveys			
Graduate Follow-up Studies			
Technology Surveys			
Other locally administered survey (specify)			

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"What to Collect?" Demographic Data Worksheet ◇

Use the graph chart below to outline specifics about what demographic data to collect during the school improvement process.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
School Enrollment			
Free and Reduced Lunch			
Ethnicity, gender, & special populations			
Attendance rates			
Mobility			
Drop Out Rate			
Language Proficiency			
Other (specify)			

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"What to Collect?" Contextual Data Worksheet ◇

Use the chart below to outline specifics about what Contextual data to collect during the school improvement process.

Indicator	Who is responsible for getting this data?	What do we want to learn from this data?	What, if any, additional data should we collect for this area?
Discipline Data			
Community Partnerships			
Parent Attendance at Conferences and other school events			
Education YES! Instrument Results			
Academic Programs			
Professional Development			
Student Support Programs			
Other (specify)			

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Optional

Program and Process Inventory ●

Use the program and process inventory document to collect data related to the contextual areas of your school. This tool is designed to help School Improvement Teams self audit programs and process to evaluate effectiveness of programs in the school and to determine their impact on student achievement. Resources, effort and time going into programs that don't impact student learning or the school's mission can be rerouted to more effective research-based initiatives, strategies and interventions.

Programs/Initiatives	Major Goal of the Program	Who's Involved		Duration of Program	Impact on Student Achievement				Data Source
		Which Students, How Many?	Which Staff		High	Med	Low	Not Sure	
Reading Recovery	Accelerate reading comprehension and fluency with students at least one grade level behind in reading	Title I Reading 68 Students	1st grade reading staff	Full year		X			Running Records, MEAP, ITBS

Reflective Questions ●

Reflective questions are designed to generate thought and dialogue about the data collection step in the School Improvement Process.   These particular questions are meant to generate discussion among team members and to help focus the group on the data collection process before, during, and after actually collecting the data. Use selected questions as focal points in dialogue among your team members and as checkpoints to gauge whether your School Improvement Team did an adequate job collecting enough appropriate data.   A team cannot possibly dialogue about all of the issues but you might focus on several in each category for in-depth discussion and team reflection.

Before Collecting Data

- Why am I collecting this data?
- How is the data we are about to collect related to student achievement?
- What will the data tell us about student learning and teaching strategies?
- What will the data not tell us about student learning and teaching strategies?
- What are the roadblocks to collecting data at our school?
- What kind of data will give us the best information about student learning and teaching strategies? (Gather data in different ways, from different sources, and at different times- triangulation).
- How much data is needed?
- Who is going to collect it?
- What is the system for recording, displaying, and sharing the findings?
- How will we communicate the results of the data collection to stakeholders? Will it be the same for each group?
- What are the types of assessments of student learning that are currently employed by our school? Are they available and easily accessible?

After the Data Collection Process

- What evidence would demonstrate that we are fulfilling the commitments embedded in our mission statement?
- Do we have any existing or ongoing goals that lack baseline data for which to measure progress?
- What data might help resolve challenges and "hot" issues in our school?
- What do the assessments of student learning indicate are the areas of strength in student learning? What do the results indicate are limitations in student learning?
- What are the general characteristics of the students, our school and or community?
- What are the strongest characteristics of our school that set us apart from other schools?
- What are the perceptions and opinions of the students, teachers, parents and community members about the quality of our school?
- What does each group of stakeholders believe are the strengths of our school? Limitations?
- Have perceptions and opinions about the quality of our school changed over the years? If so, what are the trends or shifts in perceptions and opinions that have been identified?
- What patterns and trends emerge from the data?
- Of the areas that need strengthening, how will we set priorities to address those needs? How do we determine this ranking?
- According to research, which of the needs have the greatest potential for influencing student learning?

To help us accomplish our mission, what does the data tell us about:

- Student test performances
- Clear and shared focus
- High standards and expectations

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- Supportive learning environment
- Parent/community involvement
- Collaboration/communication
- Monitoring of teaching and learning
- Progress of students with disabilities
- Feeder schools
- Curriculum, instruction, and assessment
- School climate
- Strong school leadership
- Professional development
- Family – School relations
- Materials and resources
- Technology capacity
- Technology integration
- Teaching staff

Reflective Questions When Conducting Survey Questionnaires

- What is the purpose for administering a survey?
- What information do you want to collect?
- To whom do you need to give the survey in order to get this information?
- How do you want the results displayed (charts, graphs, tables, distributions, percentages, comparisons?
- By what categories will you want to disaggregate the responses?
- How will you administer each of the surveys?
- How will you get the information from the surveys into some form, such as a database, that will allow you to chart the results?
- Who is going to be responsible for doing the work?

Build and Analyze the School Profile

Build and Analyze the School Profile - Overview

REMINDER

School Characteristics: The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.

School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used

Example: Title I - Schoolwide: AYP Phase II: MIPlan, NCA

School Characteristics: _____

Are you sure this designated characteristics are correct for your school?   __ Yes __ No

---

Overview of This Step

A school profile is a summary of information that describes the students within a specific school. The profile enables the school to identify student strengths and needs. It is the source from which student performance goals emerge, and provides baseline information related to student performance that can later be used in determining the success of the school's improvement plan. Whenever possible, the use of charts and graphs can strengthen the presentation of data and make comparisons easier. It is also critical to carefully analyze data and provide interpretation of the findings. This step of school improvement planning is about helping all stakeholders understand the school's story. Displaying achievement and other data types in ways that are understandable to all audiences stimulates shared responsibility for education among teachers, parents, community members, and the students themselves. Readers of the school profile should be able to find the answers to these questions:

- What is supporting or hindering student's abilities to achieve?
- How are the students at our school performing on various achievement measures?
- What is the demographic makeup of our school (is the population changing over time)?
- How are the various stakeholders involved in the school (such as parents and community) and what are their perceptions of our school?

Schools using other approaches such Effective Schools (Lezotte) or North Central Association (NCA) may complete their School Profile using other materials. This may mean that data analysis resulting in establishing student performance goals would be imported at Step 4 in the MIPlan process. It is important to remember that there is an advantage to using MIPlan online in the development of the school profile rather than importing goal statements based on the development of a school profile off-line. By using MIPlan online, baseline data is integrated into the process and can be used more easily to measure a school's success in attaining a goal. Thus, developing the profile online can be a timesaver later in the process   However, the options will need to be carefully considered before starting over or repeating previous actions that can result in a "here we go again" response from the staff.

Readiness to Benefit for the "Analyze" Step

The School Improvement team has:

- collected data from multiple indicator areas (achievement perception, demographics, and contextual – school programs and processes).
- determined the appropriate degree of detail so that the staff will focus on high level themes that later become goals, rather than strategies/interventions that support goals
- created displays of the data that enhance staff understanding.
- The *Build and Analyze the School Profile Readiness Tool* will help determine if staff and/or School Improvement team is ready for this step.

Purpose of This Step

All staff will analyze data showing the current status of the school. It will become clear where there are areas of concern, what the strengths are, and what to celebrate. A prioritized list of challenges will be generated and used in the next steps to develop goals and an action plan.

Who Should Be Involved?

The whole faculty participates in the *Data Carousel Activity*. The School Improvement team meets to process the information gathered from that meeting.

How Much Time is Needed for This Step?

2 to 4 hours for staff to review data and write narrative statements about the collected data.

Process ®

1. **Schedule a full staff meeting to review data.** Reviewing data can be done all at once or divided into two meetings with staff. This is a hands-on opportunity for staff to look at the data and work in small groups to figure out what the data contributes to the school's story.

2. **Craft narrative statements.** Staff, broken into small groups to review data, will write descriptive non-evaluative statements about each data source. Please see examples on pages 7 and 8.

3. **Decide which of the narrative statements are strengths and which are challenges.** Some will be both strengths and challenges! Statements such as "Limited English Proficient Language learners have increased by 25% between 1998 and 2001" can be a challenge because instruction must accommodate these students' needs but also be a strength because this population adds to the diversity of the school.

4. **Prioritize challenges.** After narrative statements are organized into strengths and challenges, staff members should prioritize the challenges based on the greatest needs of the school. Each individual staff member should prioritize the challenges and these ratings can be tallied to determine an overall ranking.

5. **Create the school profile.** After the narrative statements are created in each of the four areas: achievement, demographics, perceptions and contextual data, they can be organized into a school profile using a notebook system or the on-line version of MIPlan.

6. **Find a way to make the school profile visual to stakeholders.** The School Improvement Team discusses ways to make the information accessible such as wall displays, notebooks, or folders.

Cautions
Some have learned the hard way that raw data can cause confusion and be misinterpreted. Data should always be clearly labeled and displayed so that all stakeholders can read and understand it.

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Resources

Required

Readiness Tool for Building and Analyzing the School Profile ®

ISSUE/CHALLENGE: Facilitate whole staff involvement in building and analyzing the school profile.

Abilities (Able)		
	Yes	**No**
School Improvement Team has collected data from multiple sources.		
School Improvement Team has decided what data to share with staff and how it will be displayed.		
Time is available for full faculty to provide input on data that presents a full picture of the school.		
Faculty understands how to read/interpret charts and graphs of MEAP, standardized tests, and other local data.		
Staff knows how to write a narrative statement based on the data display.		
There is a process for reaching consensus on prioritized concerns (i.e., Rating and Ranking).		
Issues Specific to the School:		

Attitude (Willing/Secure)		
	Yes	**No**
Staff values the use of data in making decisions.		
Staff appreciates the need to improve student learning.		
Desire to provide input exists and has been demonstrated by prior actions.		
Climate fosters open/candid sharing.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:
      _____ Unable and Unwilling_____ Able but Unwilling
      _____ Unable but Willing_____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

Data Carousel Activity ®

How much time is needed for a Data Carousel

This activity usually takes 2-3 hours. While it may be difficult to set aside this amount of time, there are many ways to do this! The essence of the activity is that all staff have a chance to see the same data and formulate what they believe are strengths and challenges.

How the activity works

- Data in four categories (achievement, perceptions, demographics, contextual) is prepared for staff member groups to review at four different stations.
- Staff members are divided into groups of no more than eight people. For a faculty of more than about 32 the data "stations" should be duplicated, i.e., two stations for each of the four types of data.
- Each group considers the data and writes narrative statements. After approximately 20 minutes, the group looks at a new type of data.

Important: Divide staff members up into mixed groups so they have the benefit of various perspectives as they consider the data.

How to present the data

The packet method—1 packet per data type placed at each table. Direct staff members to review the data individually in their small groups. After each person has considered all data, the group discusses strengths and concerns and the recorder writes these key points on two different sheets. At the end of the rotation, the sheets are collected and the group rotates to the next data station (or the data is rotated). This process continues so that each group looks at all types of data.

The large chart method—data displayed on walls and tables

All data is enlarged so that it is easier to digest and understand. An advantage of this method is that it makes it easier to have conversations about the data.

Explaining the Activity

Each group will consider all the data and information that's been collected for each area. The group gets to look at a different type of data.

- Each group should choose a recorder and a facilitator who will keep you on track.
- The task is to look at all the data sets at the table.
- As a whole group, generate a brief narrative statement about each piece of data on the *Narrative Tally Sheet*. Narrative statements should: be simple, communicate a single idea about student performance, and be non-evaluative. See *Three Tips for Writing Powerful Narrative Statements in the resource section of this chapter*.
- After 25 minutes, each group moves on to the next set of data, first reading what the other group wrote, then creating new and/or modified statements the group agrees on. Groups will have 25 minutes at the second, third, and fourth tables.

Very important! The group should not spend time during this exercise generating solutions or having conversations about how to fix the concerns—this comes later.

Two ways to determine if narratives are strengths, challenges, or both

- When the last rotation is finished, School Improvement Team members collect narrative statements for each data category, type into the narrative tally sheet forms (keeping the redundancies) and print them out. When staff returns each group will read through the entire list and mark off redundant statements. (For example,

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each group should have written a statement about a three year trend in state assessments of reading—the small group decides which statement is most accurate and clear. Next, the leadership team presents the statements on the overhead projector and the whole group agrees on the most accurate statements and then decides if this statement is a strength or a challenge (it may be both!).

<center>-or-</center>

- If the technology is available, the narrative statements can be typed directly into MIPlan and then projected for the entire group to read, discuss, and determine if the statement is a strength or a challenge.

Narrative Tally Sheet - Achievement Data ®

The purpose of this form is to help School Improvement Teams fully understand data representations and what they say about your school. Your School Improvement Team should review collected data and write non-evaluative narrative statements in the form below noting whether the statements are strengths of the school or potential challenges.
These forms will be used as part of the data carousel activity. See data carousel activity in the resource section of this chapter for more details about the carousel process.

Data Source	Narrative Statement	Strength	Challenge
MEAP	Grade 4 students in MichiganElementary School have increased students meeting math proficiency standards on the MEAP from 20% of students in 1997 to 59% of students in 2000.	Yes	

Narrative Tally Sheet – Demographic Data ®

The purpose of this form is to help School Improvement Teams fully understand data representations and what they say about your school. Your School Improvement Team should review collected data and write non-evaluative narrative statements in the form below noting whether the statements are strengths of the school or potential challenges.
These forms will be used as part of the data carousel activity. See data carousel activity in the resource section of this chapter for more details about the carousel process.

Data Source	Narrative Statement	Strength	Challenge

Narrative Tally Sheet – Contextual Data ®

The purpose of this form is to help School Improvement Teams fully understand data representations and what they say about your school. Your School Improvement Team should review collected data and write non-evaluative narrative statements in the form below noting whether the statements are strengths of the school or potential challenges.
These forms will be used as part of the data carousel activity. See data carousel activity in the resource section of this chapter for more details about the carousel process.

Data Source	Narrative Statement	Strength	Challenge

Narrative Tally Sheet – Perception Data ®

The purpose of this form is to help School Improvement Teams fully understand data representations and what they say about your school. Your School Improvement Team should review collected data and write non-evaluative narrative statements in the form below noting whether the statements are strengths of the school or potential challenges.
These forms will be used as part of the data carousel activity. See data carousel activity in the resource section of this chapter for more details about the carousel process.

Data Source	Narrative Statement	Strength	Challenge

Prioritize Challenges Worksheet ®

After challenges are identified, engage staff by having them individually prioritize challenges by how severe, how crucial, and how responsive, or within the power of the school to change. Your team can tally individual ratings for each challenge for all staff members first and then compile all ratings to come up with an overall rating. The highest numbers indicate the highest need.

Challenges Identified in Data Carousel Activity	How Severe? Rate each item 1-5. 5=greatest dissatisfaction with results, i.e., lowest test scores, worst problem	How Crucial? Rate each item 1-5. 5=most important issue, needing most attention	Individual Ratings Tally responses in each box. The highest totals indicate highest priorities.	Group Ratings Tally responses from all staff or group members. Divide by the total number of staff.

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Holistic Rubric for Analyzing Data ®

4	• The school improvement team uses a comprehensive data collection process. Data is collected from all pertinent and critical domain areas • The school improvement team can clearly describe its strengths and limitations based on the data collected for the school profile. • The school improvement team uses MIPlan to collect data and to manage their school profile. • The School Improvement Team reviews disaggregated data • There is evidence of systematic follow-up studies and longitudinal analyses of trends, supported by MDE's data collection and management system. • All stakeholders are involved in helping to gather information and data for the school's profile, when appropriate, and not jeopardizing data confidentiality • A management system is in place to readily access the data and to retain the school's profile data over time for the purpose of easily updating the profile and for developing a longitudinal analysis of trends.
3	• There is some evidence of a data collection process used by the school improvement team. Data is collected from most pertinent areas. • The collection of data for each of the critical data domains of information provides an accurate and adequate reflection of overall school performance • Sufficient types and amounts of data are collected to enable the school to determine areas of strength, as well as limitations that the school could address in its school improvement plan. • Data collected for the profile is disaggregated by appropriate subgroups
2	• A data collection process is used but it is not comprehensive or systematic. Not all critical data domains are addressed • Some data are disaggregated in appropriate sub-groups • A system for managing the data collected in the profile is not fully being utilized. • The school can cite some of its strengths and limitations based on the data collected in the profile, but needs to collect more data in order to fully review the critical dimensions of information required for the profile.
1	• An insufficient amount of data is collected by the school improvement team. • None of the data in the profile are disaggregated within appropriate sub-groups • MIPlan is not being used for tracking progress or trends over time. • The school improvement team has limited confidence in its ability to identify its strengths and limitations based on the data collected for the profile.
0	• Little or no data sets are collected for the school profile. • Any data that are collected is in response to a specific problem or issue at the school, rather than within key domains of information pertinent to school improvement planning. • MIPlan is not used • It is not possible to cite the school's strengths or limitations based on the limited data collected by the school

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Recommended

School Profile Checklist Strongly ◇

Please use the following checklist with your school staff to determine your team's effectiveness with the school profile process.

	Quality Indicators	Yes	No
1.	Data has been chosen in the data collection step to construct a school profile with multiple pieces of data per category.		
2.	The data collected for our school profile tells us how our students performed on MEAP, standardized assessments, MI-Access, Alt. LEP Assessment, district assessments and classroom-based assessments.		
3.	The school profile has data from different sources and from four categories: achievement, perception, demographics, and contextual data.		
4.	The school profile shows emerging trend lines against baseline data.		
5.	The school profile shows progress toward previously established goals.		
6.	The school profile adequately disaggregates data to help establish patterns.		
7.	Needs for school improvement are emerging from the school profile.		
8.	We have highlighted positive trends in our school profile for celebration.		
9.	A method has been established for reporting the school profile to our learning community.		
10.	All stakeholder representatives have been involved in the school profile process.		

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Optional

Reflective Questions about the School Profile Step ●

Planning the school profile

- How can MIPlan help us with developing our school profile?
- After collecting the data, what information should be included in the school profile?
- How should staff be involved in developing the school profile?
- How will we organize and assign tasks so that the profile is completed in a timely fashion?

Preparing Data

- Are we utilizing MIPlan to its full potential?
- Where is the information and how must it be prepared for the school profile?
- Has the data been checked for accuracy?

Displaying Data

- What are the characteristics of good data displays?
- What data displays should be included in the school profile?
- Are all data elements represented in an easy to read format?
- Do the data displays have a graphical representation and a narrative statement?

Analyzing and Describing Data

- What important facts are represented in the data displays?
- What are good narrative statements?
- Who should be involved in developing narrative statements?

Sharing the School Profile

- What must be done to finalize the school profile?
- Who should receive a copy of the school profile?
- What should be done to assure that people understand the school profile?
- Have we mapped out how to communicate the results of the school profile data?

Writing Narrative Statements ●

Narratives are objective statements of fact about school data representing student achievement, demographics, school programs, school processes, and stakeholder perceptions. This school data will be evaluated during the process of deciding on an improvement goal for your building. The statements must communicate important facts clearly and objectively to help your school improvement team focus on areas that need improvement and that celebrate areas of strengths.

What a Narrative Statement Should Communicate

- Communicate a single idea
- Be short, clear sentences or phrases
- Be descriptive rather than evaluative
- Use everyday language that is easy to understand
- Be independent statements that don't require a reader to refer back to the data for understanding

1. Keep it simple—communicate a single idea about student performance.

> " 7th grade reading achievement on the state assessment increased 34% between 1999 and 2001."

2. Make the narrative statement short and easy to read.

> "The number of Limited English Proficient Learners at our school increased from 25 to 45 between 1997 and 2001."

3. Avoid evaluative statements—just describe what you see in the data, not why or what to do about it.

> "38% of parents state they do not receive information about ways to help their children learn at home."

> Not: "We need to adopt new math textbooks."

> Not: "Our reading scores are going down because we lost time with the new class schedule."

Example Of Narrative Statements Written From Achievement Data

Percent of grade 4 students meeting state standards - Michigan Elementary School- 1997-2000 MEAP
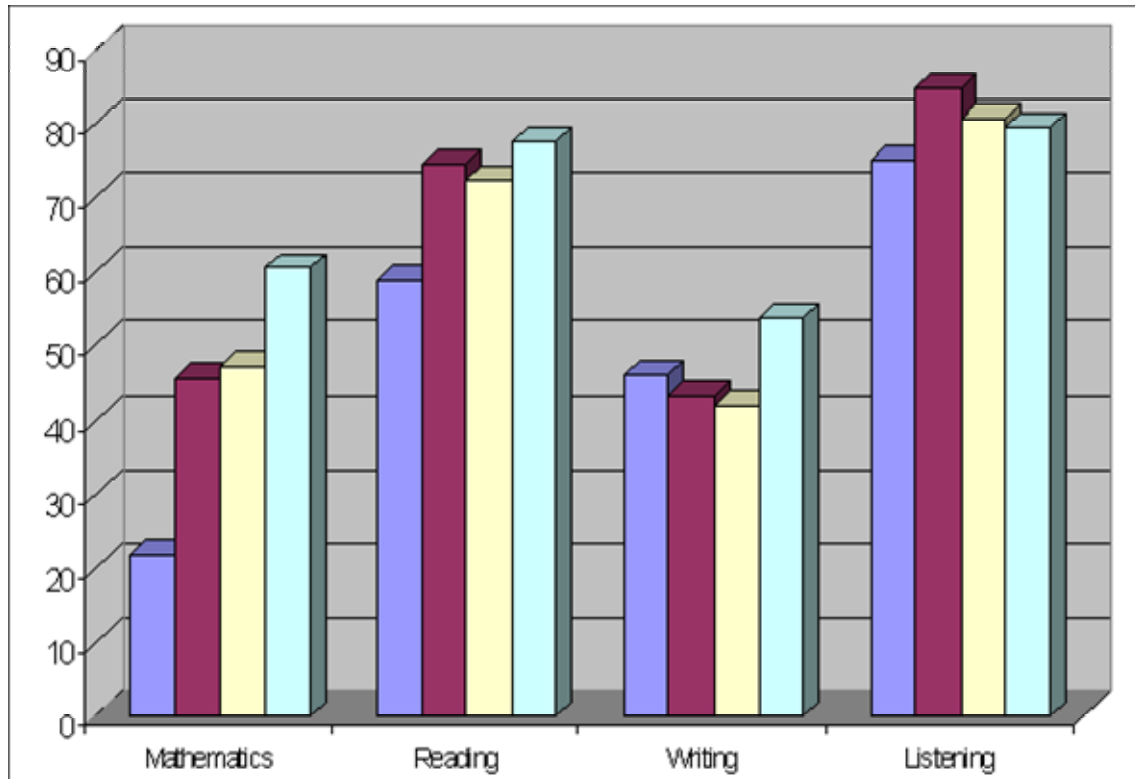
Blue = 1997, Red = 1998, Yellow = 1999, Green = 2000

Narratives
Grade 4 students in Michigan Elementary School have increased students meeting math proficiency standards on the MEAP from 20% of students in 1997 to 59% of students in 2000.

Grade 4 students in Michigan Elementary School have increased students meeting state reading proficiency standards on the MEAP from 56% of students in 1997 to 75% of students in 2000.

Rubrics: Student Profile ●

Purpose of Self Evaluation:
1. To help ensure that the school knows the expectations described in the rubrics
2. To make sure the school understands on what criteria they are being evaluated
3. To use the rubrics as guidelines in completing their School Profile and Improvement Plan
4. To help the visiting team know how the school is viewing themselves

Directions: Use the following rubric to measure the quality of your School Profile. These are discrete rubrics, meaning only the score points listed for each criterion can be selected. For example, Criterion A for the School Profile lists score points of 5, and 0. The scorer must choose which criterion description best fits that aspect of the Mission Statement. The scorer cannot choose to give a 4 on Criterion A because a score point of 4 is not listed for that criterion. 80% is the guideline for passing. When the % score is lower than 80%, it will be critical to make any necessary modifications to help ensure quality and a score higher than 80%.

ENTER SCORE

Criterion A:
The profile is of high quality.

5 Points   The profile is complete, well organized (table of contents, etc.), clear, and concise.
3 Points   The profile does not meet all of the criteria above.
0 Points   The profile does not meet any of the criteria above.

Criterion B:
Sufficient data have been collected.

5 Points   The school collected data from at least three sources.
3 Points   The school collected data from two sources.
1 Point   The school collected data from one source.
0 Points   The school collected no academic performance data.

Criterion C:
Appropriate data have been collected.

5 Points   The school collected data using both standardized (common metric) assessments and locally developed (context bound) assessments.
2 Points   The school collected data using only one type of assessment (standardized or locally developed).
0 Points   The school collected no academic performance data.
* Note: NCA recognizes that in some goal areas, limited standardized assessments are available. However, for a school to earn more than 2 points, it must demonstrate that a thorough search for standardized assessments has been conducted.

Criterion D:
Sufficient data have been collected for school data: Students.

4 Points   The school has collected comprehensive data about student performance.
2 Points   The school has collected limited data about student performance.
0 Points   The school has collected no data about student performance.

Criterion E:
Sufficient data have been collected for school data: Instructional.

4 Points   The school has evidence about the instructional practices in all areas.
2 Points   The school has evidence about the instructional practices in some areas.
0 Points   The school has not collected evidence about instructional practices.

Criterion F:
Sufficient data have been collected for school data: Community.

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2 Points	The school has collected comprehensive data about the community.
1 Point	The school has collected limited data about the community.
0 Points	The school collected no data about the community.

Criterion G:

Sufficient data have been collected for unique local insights.

2 Points	The school collected data about student performance from all of the following sources: students, parents, or faculty.
1 Point	The school collected data about student performance from one of these sources.
0 Points	The school did not collected student performance data from any of these sources.

Criterion H:

Sufficient data have been collected for information on former students.

3 Points	The school collected thorough data about former students.
2 Points	The school collected some data about former students.
0 Points	The school did not collect data about former students.

Criterion I:

The data have been disaggregated.

4 Points	The profile includes at least three disaggregations.
2 Points	The profile includes two disaggregations.
1 Point	The profile includes one disaggregation.
0 Points	The profile includes no disaggregations.

Criterion J:

The collected data have been analyzed and implications for the data have been identified.

8 Points	The profile identifies the findings, analysis of the data, and a set of implications
5 Points	The profile identifies all but one of the components above.
2 Points	The profile identifies few of the components above.
0 Points	The profile does not identify any of the components above.

Criterion K:

The data are presented in graphic table or chart form.

2 Points	Clear, concise, and understandable graphs, tables and charts are provided in the profile
1 Point	Graphs, tables, and charts are provided but are not always clear, concise, and understandable.
0 Points	No graphs, tables, or charts are provided.

Profile Evaluation ●

Criteria

☐	A.	The profile is of high quality. (5 points possible)
☐	B.	Sufficient data have been collected. (5 points possible)
☐	C.	Appropriate data have been collected. (5 points possible)
☐	D.	Sufficient data have been collected for school data: students. (4 points possible)
☐	E.	Sufficient data have been collected for school data: instructional. (4 points possible)
☐	F.	Sufficient data have been collected for school data: community. (2 points possible)
☐	G.	Sufficient data have been collected for unique local insights. (2 points possible)
☐	H.	Sufficient data have been collected for information on former students. (3 points possible)
☐	I.	The data have been disaggregated. (4 points possible)
☐	J.	The collected data has been analyzed and the implications of the data have been identified. (8 points possible)
☐	K.	The data are presented in graphic, table or chart form. (2 points possible)

TOTAL POINTS POSSIBLE: 44
TOTAL POINTS EARNED:

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Set Student Performance Goals

Set Student Performance Goals - Overview

REMINDER

School Characteristics: The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.

School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used

Example: Title I - Schoolwide: AYP Phase II: MIPlan, NCA

School Characteristics: _____

Are you sure this designated characteristics are correct for your school?   __ Yes __ No

---

Overview of This Step

> If you are entering the school improvement process at this point, a school will need to carefully review requirements for two-year planning if applicable.

A critical step in the school improvement process is the establishment of student performance goals that are based on a careful analysis of achievement data including Education YES, Adequately Yearly Progress data (AYP), and disaggregation of all data collected from the four data domains (achievement, perception, demographics, contextual). A careful review and analysis of this data creates rationale for each student performance goal developed in the process. It's also necessary to connect data from at least three sources that will establish a compelling case for your goals. The ultimate objective is improving student achievement. Goal setting involves questions such as:

- What are the areas of greatest need in our schools?
- What goals are already required by the district or state, i.e.: Title I Schools, English/Language Arts, Social Studies, Science, mathematics, etc.?)
- Which goal has the highest potential for impact on student achievement?

To prioritize the student performance goals, the team must closely review all data and research and collectively determine the best way to help students achieve at higher levels. For example, writing could be goal, but it can also be a powerful strategy related to informational reading. Depending on the number and type of potential goals, you may wish to keep it a goal or a strategy. The team will follow a systematic process to develop focused, student-centered, measurable, and realistic goals to improve student achievement.

A frequently asked question is how many student performance goals and how many strategies/interventions are recommended for a school improvement plan? No Child Left Behind requires goals in reading and/or mathematics if a school has been identified for improvement based on the AYP formula. If a school is identified for improvement in both reading and math, it may be wise to focus primarily on these two areas and less on additional student performance goals. For schools that are not identified for improvement, an important factor in determining the number of student performance goals is an analysis of achievement data. In the MIPlan student performance goal setting process, schools are asked to identify a minimum of three data points that make a compelling case for each goal. As a result, the total number of student performance goals could well be determined by whether compelling data sources data exist for a specific student performance goal. Overall, a maximum of four goals, active at any given time, with a maximum of four interventions per goal, is recommended.

Readiness

Staff has worked together to collect data and create narrative statements about the data. Strengths and challenges have been identified prior to this step. The *Set and Prioritize Goals Readiness Tool* will help determine if staff is ready to move on to this step.

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Purpose of This Step

Challenges/concerns will be grouped into target areas. Goal statements that are based on student achievement, student-centered, clear, and measurable are written and prioritized.

Student Performance Goal Example

Goal Statement: All students will increase skills in mathematical problem solving and concepts at all grade levels.

Rationale/justification using 3 sources of data

1. 7th grade MEAP math scores show 42% Satisfactory
2. Former student survey shows that 47% felt unprepared for 9th grade algebra.
3. Terra Nova math scores are the 2nd lowest of the 4 core areas.

Critical Elements

Student performance goal: A student performance goal is a statement describing what is to be developed with students.

"Essence" of a Student Performance Goal: The essence of the goal defines what a school will work on to improve student achievement, or clearly describes the points of emphasis related to the goal. Strategies/interventions and activities address the identified gaps in learning that are outlined from the "essence" of the goal.

For example, a goal may be to improve mathematics skills, but the essence of the goal will drive elements within mathematics to include learning strands such as probability, statistics, or number sense. The essence of the goal "peels the onion" to expose a more critical and detailed view of the goal. These points of emphasis will largely determine your assessments.

Strategy/intervention: Strategies/interventions are specific research-based activities that are done to or with students to improve student achievement. It is the strategy/intervention that actually takes place with students that will affect student performance.

Who Should Be Involved? ®

The School Improvement Team will be involved in writing the student performance goal statements. Full faculty will have an opportunity to read through and comment on goal statements created by the School Improvement Team.

How Much Time is Needed for This Step

2-4 hours are generally needed to accomplish this step.

Process ®

1. **Schedule a School Improvement team meeting to review narratives and write student performance goals.** The school improvement team meets to review the challenges identified from the narrative statements and discuss emerging target areas. The MDE SIP Tool (MIPlan) has a specific format for inputting narratives, indicating if they are strengths or challenges and for writing student performance goals.
2. **Challenges are grouped into target areas.** As the school improvement team members review their school data, target areas will emerge repeatedly from different sources of data. These might be in the areas of reading, the process strands of mathematics, thinking skills and behaviors, or achievement gap issues. The *Emerging Goals Worksheet* may be useful for grouping prioritized challenges.
3. **Write student performance goal statements.** Using the *Student Performance Goal Writing Worksheet*, School Improvement Team members write goals. Be careful to follow the outline described in the goal section of this chapter. Each student performance goal must have three sources of data that will establish a compelling case for your goals. Encourage conversations about the goals.

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4. **Review student performance goal statements and the essence of goals.** Once the student performance goals are written they should be reviewed by all staff members (even those not involved in writing them) to gain their insight and support. Use the rubric to evaluate the quality of your written goals.

5. **Prioritize student performance goals.** Based on the conversations among staff members in school improvement meetings and full staff meetings, staff comes to consensus on the school's most pressing needs and priorities; use a *Consensus Method described earlier in Step 1 of this process guide*. It is important for all staff in some way to participate in the decision on priorities, How to involve staff will vary by school.

6. **Determining the Essence of the Student Performance Goal.** By analyzing the data and determining what needs to be targeted, the key elements (essence) of the goal are specified. This lays a foundation for Step 5 Research To Select Effective Practices.

> **Cautions**
> It has been said that having clear student performance goals is indispensable to accomplishing what is desired and that "it is better to aim high and miss than to aim low and hit." To set appropriate student performance goals, School Improvement Teams must be aware of what is possible by looking at high performing schools with similar demographic conditions. Also, teams must be careful to make the distinction between student performance goals and strategies/interventions.

Resources

Required

Set and Prioritize Goals Readiness Tool ®

ISSUE/CHALLENGE: Facilitate whole staff involvement in setting and prioritizing student-centered achievement goals.

Abilities (Able)	Yes	No
Narratives have been identified as strengths or challenges		
Narratives have been grouped into target areas.		
Staff and school improvement team understand the difference between target areas, student performance goals, and strategies/interventions.		
The school improvement team represents the various stakeholders well.		
The school improvement team understands what processes the whole staff will want to be part of and which the school improvement team can conduct.		
The school improvement team understands the attributes of quality goals.		
The school improvement team has considered state or district goals that must be included in the plan.		
Staff understand the difference between first and second order of change.		
The school improvement team can facilitate the drafting of student performance goals that are written in terms of student achievement rather than in terms of adult actions.		
Time has been allocated for whole staff in drafting or review of goals.		
Issues Specific to the School:		

Attitude (Willing/Secure)	Yes	No
Climate fosters open/candid sharing.		
Staff values the need to set student-centered achievement goals.		
Staff recognizes the value of providing input to contribute to decision-making.		
Staff trusts school improvement team to draft themes or goals on data received.		
Staff are secure in defining why they believe certain actions will result in demonstrated differences of student achievement.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:
            _____ Unable and Unwilling   _____ Able but Unwilling
            _____ Unable but Willing   _____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

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Emerging Goals Worksheet ®

What target areas are emerging from the data results? What are the strengths in your school? What areas does your school need to work on? What are the most critical areas? Which areas will you target (essence) for learning improvement?

Themes	Is it Strength?	Is it a Challenge?	Most Critical	Target Area "Essence"

Use the answers to these questions to help develop goals for your school.

Student Performance Goal Writing Worksheet ®

A strong school-wide school improvement program plan includes well-defined goals. This worksheet is designed to help your school improvement team define these goals. Write your goals in the goal statement section of the worksheet and review the quality of your goals by evaluating them against the reflective questions provided on the worksheet later in the resource section of this chapter. If your learning improvement team answers no to any of the questions, revise your goal to fit the parameters and criteria of a well-written student performance goal.

Sample Student Performance Goals:

1. All students will improve their reasoning skills to solve problems in all curricular areas.
2. All students will demonstrate an improved ability to read and comprehend expository text in all curricular areas.
3. All students will increase their scientific reasoning skills across the curriculum.

Draft Goal Statement:	Essence of the Goal:		
	Goal Review:	Yes	No
	Is the goal focused on student performance and academic achievement?		
	Is the student performance goal clearly stated?		
	Is the student performance goal driven by data from the school profile?		
	Does your student performance goal address all of the school's learners?		
	Is the student performance goal supportive of the school's mission and beliefs?		
	Is your student performance goal supported by three compelling sources of data		
	Make revisions to your goal if you answered no to any questions.		
If you answered "no" to any of the questions above, consider reviewing your draft goal statement and making revisions as appropriate. **Revised Goal Statement:**			

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Student Performance Goal Rubric ®

Use this student performance goal rubric provided below to rank the quality of your student performance goals with 5 being strong and 1 being weak. You should have your entire school improvement team go through this process and then aggregate the scores to get an overall ranking.   Review the rankings and intentionally address any question that falls in the 1-3 range.

	Strong			Weak	
Reflective Questions to Ask When Developing Student Performance Goals	**5**	**4**	**3**	**2**	**1**
1. Are your student performance goals supported by data?					
2. Are your student performance goals developed from multiple sources of data?					
3. Has there been adequate input from all stakeholders while developing your school student performance goals?					
4. Are your student performance goals realistic?					
5. Are your student performance goals focused on academic achievement?					
6. Are there specific improvement needs for your developed goals?					
7. Do your student performance goals align with the overall direction of your district?					
8. Are your student performance goals clearly written? Are they understandable to non-educators?					

Optional

Writing Goals ●

Goals identify what the school community wishes to develop within students. In the development of the School Profile, a compelling case for each of the goals was established. The following goals are provided as examples of appropriate goal statements:

- All students will improve their reasoning skills to solve problems in all curricular areas.
- All students will demonstrate an improved ability to read and comprehend expository text in all curricular areas.
- All students will increase their scientific reasoning skills across the curriculum.

Student performance goals identify what the school community wishes to develop within students. These typically include knowledge and the ability to apply knowledge.

Compelling Evidence

Enter your goal statements from your school profile/needs assessment, and three sources of support data which make a compelling case for each goal. See example below:

Goal Statement: All students will increase skills in mathematical problem solving and concepts at all grade levels.

Rationale/justification using 3 sources of data

1. 7th grade MEAP math scores show 42% Satisfactory
2. Former student survey shows that 47% felt unprepared for 9th grade algebra.
3. Terra Nova math scores are the 2nd lowest of the 4 core areas.

Define the Essence of the Goal

The essence of the goal defines what a school will work on to improve student achievement, or clearly describes the points of emphasis related to the goal. Strategies/interventions and activities address the identified gaps in learning that are outlined from the "essence" of the goal.

For example, a goal may generally to mathematics, but the essence of the goal will drive elements within mathematics to include learning strands such as probability, statistics, or number sense. The essence of the goal "peels the onion" to expose a more critical and detailed view of the goal. These points of emphasis will largely determine your assessments.

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Rubrics: Student Performance Goals ●

Purpose of Self Evaluation

1. To help ensure that the school knows the expectations described in the rubrics
2. To make sure the school understands on what criteria they are being evaluated
3. To use the rubrics as guidelines in completing their School Profile and Improvement Plan
4. To help the visiting team know how the school is viewing themselves

> **Directions:** Use the following rubric to measure the quality of your student performance goals. These are discrete rubrics, meaning only the score points listed for each criterion can be selected. For example, Criterion A for Student Performance Goals lists score points of 5, 2, and 0. The scorer must choose which criterion description best fits that aspect of the Student Performance Goals. The scorer cannot choose to give a 4, 3 or 1 on Criterion A because these score points are not listed for that criterion. 80% is the guideline for passing. When the % score is lower than 80%, it will be critical to make any necessary modifications to help ensure quality and a score higher than 80%.

ENTER SCORE

Criterion A:

The student performance goals are supported by an analysis of data from the profile.

5 Points	All goals are supported by an analysis of data from the profile.
2 Points	Some of the goals are supported by an analysis of data from the profile.
0 Points	None of the goals are supported by an analysis of data from the profile.

Criterion B:

The student performance goals are supportive of the mission and belief statements of the school.

2 Points	All of the student performance goals are supportive of the mission and belief statements of the school.
1 Point	Some of the student performance goals are supportive of the mission and belief statements of the school.
0 Points	None of the student performance goals are supportive of the mission and belief statements of the school.

Criterion C:

The student performance goals are phrased in terms of student performance.

4 Points	All goals are written in terms of student performance.
2 Points	Some goals are written in terms of student performance.
0 Points	None of the goals are written in terms of student performance.

Criterion D:

The student performance goals address all of the school's learners.

4 Points	All goals address the entire student body.
2 Points	Some goals address the entire student body.
0 Points	None of the goals address the entire student body.

Criterion E:

The student performance goals reflect an emphasis on student growth.

4 Points	All goals contain a growth verb or other indication of improved performance.
2 Points	Some goals contain a growth verb or other indication of improved performance.
0 Points	None of the goals contain a growth verb or other indication of improved performance.

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Criterion F:

The student performance goals do not contain interventions or assessments.

    2 Points   None of the goals contain interventions or assessments.
    1 Point   Some of the goals contain interventions or assessments.
    0 Points   All of the goals contain interventions or assessments.

Criterion G:

The student performance goals do not contain the anticipated increase in achievement or change in behavior.

    2 Points   None of the student performance goals contain the anticipated increase in achievement or change in behavior.
    1 Point   Some student performance goals contain the anticipated increase in achievement or change in behavior.
    0 Points   All of the student performance goals contain the anticipated increase in achievement or change in behavior.

Criterion H:

The student performance goals are generic enough to be implemented schoolwide.

    6 Points   All students performance goals are designed to be implemented schoolwide.
    3 Point   Some of the students performance goals are designed to be implemented schoolwide.
    0 Points   None of the students performance goals are designed to be implemented schoolwide.

Criterion I:

The student performance goals focus upon higher levels of thinking.

    3 Points   All goals require thinking at the analysis, synthesis, or evaluation levels.
    1 Point   Some of the goals require thinking at the analysis, synthesis, or evaluation levels.
    0 Points   None of the goals require thinking at the analysis, synthesis, or evaluation levels.

Criterion J:

The student performance goals focus on real-world applications.

    3 Points   All goals require real-world application of what is learned.
    1 Point   Some of the goals require real-world application of what is learned.
    0 Points   None of the goals require real-world application of what is learned.

Criterion K:

There is consensus among the faculty on the essence of each of the goals.

    3 Points   There is consensus on the essence of every goal.
    1 Point   There is consensus on the essence of some of the goals.
    0 Points   There is no consensus on the essence of any of the goals.

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Student Performance Goals Evaluation ●

Criteria

A.   The student performance goals are supported by an analysis of data from the profile. (5 points possible)

B.   The student performance goals are supportive of the mission and belief statements of the school. (2 points possible)

C.   The student performance goals are phrased in terms of student performance. (4 points possible)

D.   The student performance goals address all of the school's learners. (4 points possible)

E.   The student performance goals reflect an emphasis on student growth. (4 points possible)

F.   The student performance goals do not contain interventions or assessments. (2 points possible)

G.   The student performance goals do not contain the anticipated increase in achievement or change in behavior. (2 points possible)

H.   The student performance goals are generic enough to be implemented school wide. (6 points possible)

I.   The student performance goals focus upon higher levels of thinking. (3 points possible)

J.   The student performance goals focus on real-world applications. (3 points possible)

K.   There is consensus among the faculty on the essence of the goals. (3 points possible)

TOTAL POINTS POSSIBLE: 38
TOTAL POINTS EARNED:

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Research and Select Effective Practices

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Research and Select Effective Practices - Overview

REMINDER

School Characteristics: The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.

School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used

Example: Title I - Schoolwide: AYP Phase II: MIPlan, NCA

School Characteristics: _____

Are you sure this designated characteristics are correct for your school?   __ Yes __ No

---

Overview of This Step

Just as we expect doctors to draw on a body of scientific knowledge before making a decision, educators are obligated to base instructional practices on reliable research. A significant amount of research exists to guide schools in creating classrooms where deep learning and second order change occurs. This includes lessons from similar schools that have achieved these goals.

Including research-based strategies/interventions in the planning is a critical step in the development of an effective school improvement plan. There may be a tendency to decide on the strategy/intervention first, and then back it up with some type of research. A more powerful approach is to review the research first, and then decide on the strategy/intervention. An important step in this process is to disaggregate data to determine if any action (strategy/intervention) is needed to narrow an identified achievement gap. For Title I programs, it is also essential to establish strategies/interventions that are researched-based related to assisting students who are not achieving proficiency on grade level standards. In completing this step in the MI-Plan framework, the essence of each goal will be used to help establish an appropriate research-based approach.

It is important to understand that there are different types of research that can be used to establish the efficacy of a strategy/intervention. As part of this step, it will be critical to be able to differentiate the strength or quality of the research. No Child Left Behind has established specific criteria for the types of research for use when schools seek federal education funding such as Title I.   Research must demonstrate that reform strategies included in school reform plan have a proven record of success in improving student achievement. Adequate proof of success in this context must come from quantitative research studies using an experimental (gold standard) or quasi-experimental design (silver standard).

An experimental design is a study in which there are no major differences between the control and comparison groups. An experimental study (gold standard) calls for the control of all conditions: the environment, assignment of research subjects into groups (i.e. random assignment), and the intervention (practice/program). Quasi-experimental research (silver standard) is research where one of three conditions (environment, treatment, or assignment) cannot be controlled. This type of research may suggest evidence of effectiveness, but the study design may not be as rigorous or empirical as the experimental designation.

Other types of research (bronze standard), may not meet these requirements, but may be relevant to a school's needs and can inform the practice in your school. While the practices and issues described in such research may not be conclusively shown to directly impact student achievement, they have an intermediate or indirect effect. Professional judgment will have to guide the use of this research.

Completing the research, and selecting effective practices, is significantly easier using the MI-Plan website. If you are not using the MI-Plan website, listed below are a few web addresses that can be used to help establish a research-based strategy/intervention.

> U.S.Dept. of Education Cross Indexing Site: http://search.ed.gov/csi/site.html
> Northwest Regional Educational Laboratory: http://www.nwrel.org/scpd/sirs/
> Ask Eric Database: http://www.askeric.org/Eric/adv_search.shtml
> Ask what works: http://www.whatworks.org

Readiness

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Make sure there are structures in place to support the research process, such as release-time for staff, and clearly stated support from the principal. The *Research and Select Effective Practices Readiness Tool* will help determine if the staff and/or school improvement team is ready for this step.

Purpose of This Step

Staff members will conduct research on school practices related to their school improvement goals. They will also thoroughly investigate what other schools with similar demographics have done to deal with the same types of issues the school faces. This will be accomplished by contacting other schools, and by reading and discussing scientifically based research and articles related to the school's improvement goals. By using the MI-Plan research tool, one submission is searched by many educational databases. School teams will look deeper into the data and will select strategies/interventions for each of the goals.

Who Should Be Involved

The entire school faculty should be involved, though the school improvement team can provide extra assistance in locating, gathering materials, and facilitating study groups. Additionally, IntermediateSchool District school improvement staff can provide assistance with this step.

How Much Time is Needed for This Step

The amount of time varies, but can take 10-20 hours over the course of 1-2 months. Time spent searching for, reading about, and discussing effective practices is a form of professional development as the research process builds understanding and capacity within the school.

Two Strategies for Research

A thorough review of research related to the essence of the goal is absolutely critical. Two possible options are provided for your consideration.

Engage full staff in studying and selecting effective practices. If you do this option it helps to have School Improvement Team Members track down several resources for each goal. A way to do this is to have staff sign up for study groups that will research effective practices for each individual goal. The advantage of this approach is that it increases staff awareness and helps build buy-in. A downside is that it takes a big commitment of staff time. Team members can use the *Study Process Planning Grid and the Study Group Report Form* to guide the process along with the *School Visitation Question Guide* for investigating other schools.

-or-

The School Improvement team tracks down the research and brings it back to the staff to reflect upon. This takes less staff time but makes "buy-in" more difficult. If your school is tackling persistently low gains, this strategy may not be the best way to build support for change in the school. Of course, modifications of this option, where representative teams or subcommittees which do not include all members of the staff, is also possible. However this is done, the School Improvement team is heavily involved!

Process ®

1. **Schedule a School Improvement team meeting.** Decide which method you will use; 1) engage full staff in studying and selecting best practices through study groups or, 2) use the School Improvement Team (or sub committees from this team) to do the majority of the work. The latter involves full staff less extensively as they report back to the full staff on findings. In either case, the School Improvement Team is involved. See School *Improvement Team Meeting: Agenda 8 —Research and Select Effective Practices in the resource section of this chapter*.

2. **Access various sources for information related to the essence of your goal.** The MDE SIP Tool (MI-Plan) allows you to type in the goal area and search for related articles and research in sixteen major databases such as ERIC and the Regional Educational Laboratories.

3. **Dig deeper into your data.** What does it tell you about content area instruction? Be sure to track down information on areas of weakness to determine the essence of the goal.

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4. **Access information about schools with similar demographics.** This can be a great way to see how other schools with the same ages and mix of students are performing. If this is a school that has dealt with challenges your school is currently facing, you may want to schedule an onsite visit.

5. **Decide which studies and other resources speak to your school's goals.** For example, if reading achievement is a goal area, you may find that larger blocks of time for instruction in reading is a research-based strategy for improvement. As you look at the amount of time your schedule allows for reading instruction, articles and research on use for time and strategies for reading instruction should be addressed in your research.

6. **After staff has been involved in the study process, the full faculty meets to discuss the best practices.** Some creative ways to provide staff with hands-on reading and discussion about strategies that may be linked to your goals include using a jigsaw approach or rotating staff to several table presentations of the research and information on best practices.

    Cautions:
    Don't skip this step! Involve the full faculty as much as possible. This is excellent professional development. Using professional development days and budgets for staff research possibilities will be money well spent. Taking enough time for staff to seek information, visit other schools, and discuss options builds excitement and buy-in for true cultural changes in the school.

Resources

Required

Research and Select Effective Practices Readiness Tool ®

ISSUE/CHALLENGE: Facilitate the study and research of identified goals and selection of effective practices and strategies related to the goals.

Abilities (Able)	Yes	No
A structure exists for dividing the staff into study groups		
Staff members understand their roles in the study process.		
A facilitator for study groups has been identified.		
Study groups understand the different types of research.		
Study group members are able to identify the strategies that are most likely to produce "second order change."		
Time and resources for study groups to conduct their work has been allocated.		
Study groups know how to conduct site visits, book studies, analyze data.		
An agreed-upon system to communicate study group findings is in place.		
The school leadership team has a method for holding teams accountable for completing the study process.		
Issues Specific to the School:		

Attitude (Willing/Secure)	Yes	No
Staff see research as authentic professional development.		
Staff is diligent about the study process and will continue with it until it is completed.		
Study group members are willing to share responsibility and leadership within study groups.		
When research and recommendations are brought to the staff, there is trust that the work is complete and valid		
Members of the study groups are willing to participate fully in the study process.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:
_____ Unable and Unwilling   _____ Able but Unwilling
_____ Unable but Willing   _____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

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Rubric for Using Research ®

Definition: A strategy/intervention is something that is done to or with students to develop something specific in those students. It is the strategy/intervention that actually takes place with students that will affect student performance.

Characteristics: Each strategy/intervention should be:

- Clearly aligned with the essence of goals and designed to achieve the school improvement activities
- Based on sound and relevant research
- Appropriate for the special needs of the student population of the school (including those identified as Title I or students achieving at less than proficient levels in the needs assessment)
- implemented with available or obtainable fiscal and human resources.

	4	**3**	**2**	**1**
Potentially effective research-based strategies are stated for all goals	Essence of goals have potentially effective strategies	Most goals have potentially effective strategies	Few goals have potentially effective strategies	None of the goals have potentially effective strategies
The plan presents sound and current research to support the proposed strategies / interventions	Sound and current research is presented for all strategies	Sound and current research is presented for most strategies	Sound and current research is presented for few strategies	None of the strategies are based on sound or current research, or research is not described in the plan
Strategies / interventions from research are appropriate for the special needs of the school's student population, including those identified as at-risk and disaggregated results, if appropriate.	All strategies are clearly tailored to the school's population	Most strategies are tailored to the school's population	Few strategies are tailored to the school's population	No evidence that strategies are tailored to the school's populations is presented
Strategies from research can be implemented with available or obtainable fiscal and human resources	All strategies can be implemented with available or obtainable resources	Most strategies can be implemented with available or obtainable resources	Few strategies can be implemented with available or obtainable resources	None of the strategies can be implemented with available or obtainable resources
Comments:				

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Recommended

Research and Effective Practices Worksheet ◇

Use this activity worksheet to investigate and document effective strategies/ interventions, practices, and possibly related activities from multiple sources that support the essence of your school improvement goal.

Essence of Your Goal:
_____
_____
_____

Barriers: What are the top 3-7 barriers that are preventing us from attaining this goal?
_____
_____
_____

Data: What does further analysis of our data in this goal area indicate we should direct our school improvement efforts toward?
_____
_____
_____

Content Specialists: What do "experts" in the field suggest we should do to attain our goal?
_____
_____
_____

Site-Visitations: What have other schools with similar demographics done about this goal?
_____
_____
_____

Research: In this goal area, what does the research say are successful and effective practices?
_____
_____
_____

Strategies/interventions: Based upon our study process, what are 3-7 strategies/interventions the study group would recommend pursuing to improve in the area of this goal and the essence of this goal?
_____
_____
_____

Research and Effective Practices Study Group Report - Strongly ◊

Use this study group report form to document effective strategies, interventions, practices, and activities that were discovered during the research portion of the school improvement process. This will be a foundation when crafting your action plan.

Essence of Goal:
_____
_____
_____

Strategy/Intervention:
_____
_____
_____

Rationale for the Strategy:
_____
_____
_____

Related Activities to Implement the Strategy:
_____
_____
_____

Professional Development:
_____
_____
_____

Other Resources
_____
_____
_____

Sources or suggestions for further study:
_____
_____
_____

Develop the Action Plan

Develop Action Plan - Overview

> **REMINDER**
>
> **School Characteristics:** The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.
>
> School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used
>
> *Example:* Title I - Schoolwide: AYP Phase II: MIPlan, NCA
>
> **School Characteristics:** _____
>
> **Are you sure this designated characteristics are correct for your school?   __ Yes __ No**

Overview of This Step

In MIPlan, action plans are to be completed for each strategy/intervention that is aligned with the goal.   An action plan describes how and when school improvement plan strategies/interventions will be implemented in the schools. The action plan is the "engine that drives" school improvement. The action plan pulls together the team's findings into a commitment to act. The action plan outlines:

- The essence of the goal
- Support data summarizing three compelling reasons for the goal
- Assessments which measure whether the goal is being achieved
    1. Standardized
    2. Locally developed

- The strategies/interventions, are typically new initiatives for achieving and implementing the essence of goals. School Improvement Teams need to select no more than four strategies/interventions for each goal and a strategy/intervention may be used across goals. Title I schools will need to establish research-based strategies/interventions for students who are not proficient in achieving core academic standards.
- Activities for implementing the strategies/interventions including professional development. As schools work through their action plan activities, careful consideration and attention should be focused on the following six questions:
    1. What will teachers teach?
    2. What will teachers model?
    3. What will students practice?
    4. What is expected of students?
    5. What will be done to support these efforts? (Examples)

        a. Title I schools, and most likely other schools, will need to consider parent/family involvement activities related to the strategy/intervention.

        b. Deciding on, ordering, and distributing specific books, supplies, and materials, deciding on and ordering designated technology, obtaining Central Office and/or Board Approval, describe ongoing assessment processes, etc.

        6. What is the professional development needed to implement the strategy/intervention successfully for this activity?

- Name of person/persons responsible for implementing the strategies and interventions
- The timeline for implementation
- Resources needed to implement strategies/interventions including professional development, funding, materials, etc. Remember in-house personnel and volunteers are also resources.
- Source of funds

As schools develop action plans, there are specific and unique requirements that need to be addressed depending on the pathway a school is using for school improvement. Please review the Title I requirements and the AYP

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improvement requirements in this school improvement process guide to clarify additional school improvement requirements.

Introducing change into the busy, complicated enterprise of a school requires carefully thought-out and well-articulated plans. Time spent in detailed planning at this step will save time down the road making up for plans not carefully thought through!

Readiness

The major school improvement goals have been identified. The essence of goals has been identified and aligned strategies/interventions have been identified. The *Develop Action Plan Readiness Tool* will help determine if staff and/or the School Improvement Team is ready for this step.

Purpose of This Step

Creation of specific action plans, focused on each strategy/intervention that describe the specific activities, timelines, persons responsible, and measures of success for each strategy.

Strategies/Interventions in the Action Plan

It is important to align your strategy/intervention with what you have defined as the essence of the student performance goal. Remember that before a given strategy/intervention is chosen and placed in the action plan, it is important to establish that it is supported by research and best practice.

Strategies/interventions and action plans may change during the school improvement cycle. Strategies/interventions targeted at subgroups (Racial/Ethnic, Students with Disabilities, Limited English Proficiency Students, Students from Economically Disadvantaged Families, Migrant, Gender) are encouraged and very appropriate targets for strategies/interventions.

Include no more than four strategies/interventions for each identified student performance goal. The following are examples of a strategy/intervention.

- Students will learn and use the "Self-Questioning Strategy".
- Students will be taught reading strategies to use in an Accelerated Reader Program once a week for expository reading.
- Students will use the Six Trait Writing Model in their written work.

Data Requirements

Standardized Assessments: At least one standardized assessment will be used to help measure a school's progress in reaching a specific goal. These assessments can be used as a baseline from which to measure whether progress is being made in attaining the student performance goals. For most schools, the MEAP test will be one of the standardized assessments. Include multiple standardized assessments, if only one local assessment is included. Between standardized assessments and locally developed assessments, a minimum of three assessments are to be identified for each goal.

Local Assessments: A local assessment measures student performance developed within a school or district, but generally are not used to compare student performance to other schools or districts. Locally developed assessments are often thought of as "classroom based" assessments.   One or more local assessments must be used to help measure a school's progress in reaching a specific goal. Include multiple locally developed assessments, if only one standardized assessment is included. For example, assessments measuring whether standards have been achieved, writing prompts scored with rubrics, pre-post testing, unit tests, and mid-semester and final exams. Again, between standardized assessments and locally developed assessments, a minimum of three assessments are to be identified for each goal. In addition, for Title I schools, for each goal, include a description of the ongoing process of evaluation of the methods, strategies, and services to Title I, Part A eligible children.

Who Should Be Involved

The School Improvement Team can create the action plan. The whole faculty should have an opportunity to provide input.

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How Much Time is Needed for This Step

Approximately 8-12 hours.

Process ®

1. Schedule a School Improvement Team meeting. During this meeting the School Improvement Team should reflect upon the essence of school performance goals, align strategies/interventions and then define all of the possible activities it will take for them to be accomplished. As schools work through their action plan, careful consideration and attention should be focused on the following six questions that form the core of the activities necessary to effectively implement a given strategy/intervention:

   - What will teachers teach?
   - What will teachers model?
   - What will students practice?
   - What is expected of students?
   - What will be done to support these efforts?
   - What is the professional development needed to implement the strategy successfully?

2. Next, the team will discuss who is responsible, the timeline, resources, and how the strategies/interventions will be evaluated. See *Action Plan Outline and example in this chapter*.
3. **Consider Resources.** Take stock of what resources and other grants are available. You may have existing resources that can be restructured or options to obtain additional resources through grants or other sources. Also remember to consider the use of volunteers and partnerships as a resource.
4. **Use best thinking about how the activities will impact the existing program and people.** You've done the hard work establishing student performance goals and thinking through what the steps are necessary to achieve the goals. Now is the time to carefully consider the impact the action step will have on staff and programs. Use the "*Thinking it Through Worksheet*" to address these issues.
5. **Plan to share the action plan and "Thinking It Through Worksheet" with whole faculty.**   This can be done by the School Improvement Team first and then with the full staff. A strategy that can save time is to have the team go through the *Action Plan Outline* and the *Thinking it Through Worksheet* first, and then share the work back with the full staff during a staff meeting.
6. **Keep the action plan public and alive.**   One way to do this is to create a large chart in the staff lounge, the office, or some place staff is likely to see it. A large red arrow can be put next to the activities as they are implemented. We pay attention to what we see.

> **Caution**
> Action planning gives your team and full staff a chance to really think through how to bring the research-based strategies you have selected to life. New plans may displace what is currently in place and may alter the workload or type of work some staff members do. Now is a good time to acknowledge that this is a transition point and to communicate with staff who may be affected.

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Resources

Required

Develop Action Plan Readiness Tool ®

ISSUE/CHALLENGE: Facilitate the drafting of an action plan that focuses on student achievement.

Abilities (Able)		
	Yes	**No**
School Improvement Team has worked with staff to identify and prioritize the essence of student performance goals.		
School Improvement Team understands the components of a quality action plan.		
Time is allotted for the School Improvement Team to draft the action plan and present to the whole staff for input.		
School Improvement Team is able to identify major tasks needed for strategies/interventions in the form of activities.		
School Improvement Team and staff understand that the action plan will focus on student achievement, not just adult actions.		
The School Improvement Team is able to identify the six key questions used in developing the action plan (What will teachers teach? (See example on Page 27)		
Issues Specific to the School:		

Attitude (Willing/Secure)		
	Yes	**No**
Climate fosters open/candid sharing.		
Staff values an action plan focused on student achievement.		
Staff trusts School Improvement Team to draft the action plan.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:
_____ Unable and Unwilling   _____ Able but Unwilling
_____ Unable but Willing   _____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

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Title 1 Targeted Assistance School Requirements ®

The questions found below are unique for schools that are designated Title I Targeted Assistance and need to be reviewed and answered by your school Improvement Team. These questions cover information for Title I, Part A not included under other sections of the plan.

    1.   Describe how teachers in consultation with parents, administrators, and pupil services personnel will identify the eligible children most in need of services.

    2.   Title I Targeted Assistance Schools will need to specifically outline how they will extend learning time for students needing extra assistance for each goal identified and related to core curriculum (mathematics, language arts, science, social studies). Extended learning time includes extended school year, before and after school time, and summer school.

    3.   Describe your approach to minimize the removal of children for instruction from the regular classroom for Title I instruction.

4.   How is the Title I instruction coordinated with the regular classroom?

5.   If appropriate for your school, describe your plan for the transition of students from early childhood programs such as Head Start, Even Start, or Early Reading First to the elementary school.

6.   List any Federal programs such as violence prevention, nutrition programs, housing programs, Head Start, adult education, vocational education and technical education, and job training in which your school is involved. If you have these programs in your school, how are you coordinating and integrating these programs with your Title I program?

7.   Are there any core academic teachers in your school who do not meet State Certification Requirements? If yes, what is your plan to ensure that these core academic teachers are certified by the end of the 2005/06 school year?

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Michigan School Improvement Planning Requirements ®

Please complete the following questions with your School Improvement Team for inclusion in your school improvement plan.

1. Describe how you are helping to ensure that the district core and State of Michigan Frameworks are taught and assessed in your school.

2. Describe in a paragraph or list how your school utilizes adult and community education, libraries, universities, and community colleges.

3. Describe your school's collaboration with adult and community education, libraries, and community colleges.

4. List on-the-job opportunities that are provided to students in your school. For elementary schools, focus on real-life opportunities like safety squad, a school bank, etc. At the middle and high school levels describe relevant school to work activities like job shadowing, career center, etc

5. Describe your plan to improve student learning through the use of technology.

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Yearly Professional Development Plan and Calendar ®

Directions: Using your professional development related activities which were developed in order to effectively implement an intervention/strategy in your Action Plan, develop a comprehensive calendar of professional development activities for the school year. This calendar is to document all professional development activities including activities not related to your School Improvement Plan (first aid, blood borne pathogens, etc). Alignment with your strategies and coordination across goals is critically important. The development of your professional development plan will need to be completed on a yearly basis as part of updating your plan. For Title I schools, areas such as core curriculum standards, researched-based teaching and learning, learning styles, and technology are critical considerations in a professional development plan. If your school has been identified as needing improvement, identify with an asterisk all professional development that is directly related to addressing the academic problem(s) causing the school to be identified for improvement. In the MIPlan online version, professional development activities from the Action Plan will be automatically forwarded here.

Month	Prof. Development Activity	Related Skill	Person Resp.	Time Line	Costs	Source of Funds
July						
August						
Sept.						
Oct.						
Nov.						
Dec.						
Jan.						
Feb.						
March						
April						
May						
June						

If your school has been identified as needing improvement because the school did not meet the Annual Yearly Progress (AYP), it is required that not less than 10% of Title I funds be used for professional development.

- Is your school identified as needing improvement? __ Yes __ No
- If so, how will the school ensure that not less than 10% of its Title I allocation is spent on professional development that directly addresses the academic achievement problems that caused the school to be identified for improvement?
- What is the total amount to be spent for the purpose of addressing the problems for which the school has been identified for improvement?

Action Plan Rubric ®

Definition: An action plan is a detailed sequence of activities that will be performed to implement the identified strategies to accomplish your student performance goals. The action plan identifies how and when the school improvement plan will be implemented in the school.

Characteristics: A good action plan:
- Aligned between essence of the goals, assessments, strategies/interventions, and activities including professional development.
- Provides a logical sequence of activities
- Identifies who will be responsible for each activity
- Provides a reasonable time frame for each activity.

	4	3	2	1
A clear action plan is specified for effectively implementing all identified strategies.	There is a clear action plan for each strategy	There is a clear action plan for most strategies	There is a clear action plan for few strategies	None of the strategies have a clear action plan
The action plan has a logical sequence of events.	The sequence of events in the timeline is completely logical	The sequence of most events in the timeline is logical	Many of the events in the time line are without logical sequence	The events in the plan have no logical sequence, or no time line is given
The action plan clearly identifies who will be responsible for each activity.	All activities clearly state who will be responsible	Most activities clearly state who will be responsible	Few activities clearly state who will be responsible	None of the activities clearly state who will be responsible
The action plan clearly states how each activity will be performed.	It is clear how each activity will be performed	It is clear how most activities will be performed	It is clear how a few activities will be performed	It is not clear how any of the activities will be performed
A reasonable timeline is assigned to each activity.	All activities include reasonable dates	Most activities include reasonable dates	Few activities include reasonable dates	No activities include reasonable dates

Comments:

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Recommended

Preferred Future Action Planning Activity ◇

The preferred future chart can be used as a tool to help the decision-making processes as the school moves toward establishing action plan activities that are connected to strategies/interventions and the essence of student performance goals.

By beginning with the end in mind, schools can design a future that includes systemic improvement that impacts every student in the school, bridging the gap between what is actually happening and what they want to happen in the future.

Action Steps to support strategies/interventions

Either do this in small groups or use as a transparency with full staff. Directions for the chart:

- Write an abbreviated version of what you want to accomplish from the essence of your student performance goals in the preferred future circle
- Write the current reality in the square box. (baseline used to measure improvement)
- List as many potential improvement activities as possible, making sure they relate directly to the improvement strategy/intervention. Consider the following questions as you list potential improvement activities:
  1. What will teachers teach?

  2. What will teachers model?

  3. What will students practice?

  4. What is expected of students?

  5. What will be done to support these efforts?

  6. What is the professional development needed to implement the strategy successfully for this activity?

- When each line is filled in, evaluate the possibilities by asking the following questions: Is it doable? Do we have the time and resources?

Use this preferred future activity as a foundation for the strategies/interventions, which may become part of your *Action Plan Outline.*

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Optional

Sample 1 Parent Involvement Policy ●

Family Involvement Policy Sample - Vowles Elementary School

It is the mission of the staff and families to provide a positive learning environment conducive to students achieving success in academic, physical, emotional and social growth.

To achieve this goal and to insure family involvement (including opportunities which fulfill Title 1 parent involvement requirements), Vowles Elementary staff and families have jointly developed and agreed upon the following policy. This policy will be distributed in writing to all families.

1. Maintain Partners in Education (PIE) Committee

   Representatives shall include:
   - Administration
   - Teachers
   - Parents, including Title I parents
   - Other school staff or community members

   Responsibilities shall include:
   - Develop a Home-School Compact that specifies how parents, the staff, and students will share responsibility for student learning.
   - Conduct an annual survey of the needs of Vowles families.
   - Develop opportunities to meet family needs.
   - Review the effectiveness of the policy in increasing family involvement, identify barriers to involvement, and revise the policy as needed.
   - Meet at a time and frequency determined by the committee.
   - Oversee the Title I parent involvement budget.

2. Offer a variety of opportunities to help parents learn more about what is taught in school, how we measure student progress, and important school policies and building procedures.

3. Encourage strong parent involvement by offering activities, workshops and other programs in such areas as:

   - Parenting and child development.
   - Supporting and participating in learning activities with children at home. Maintaining regular, two-way communication with school staff.
   - Volunteering at school.
   - Participating in decision- making and/or advocacy decisions.

4. Provide support, materials, and in-service opportunities to school staff for strengthening the home-school connection.

5. Foster mutual respect between parents and school staff.

Adopted: Spring, 2002

Sample 2 Parent Involvement Policy ●

Parent Involvement Policy Sample - Mt. Pleasant Public Schools (a Title I District)

It is the mission of the Mt. Pleasant Public School District to insure that all students learn the intended curriculum. Establishing effective parent partnerships is critical to enable all students to meet the district's high standards of achievement.

To achieve this goal and insure parent involvement in all aspects of the district's Title I program, Mt. Pleasant Public Schools, under the coordination of the Title I department, will:

1. Establish a Parental Involvement Council consisting at a minimum of the Title I Director, Title I Parent Involvement Coordinator, 4 parents, 4 teachers, and 4 administrators to develop a district Parent Involvement Policy. The council will be selected from volunteers representing each Title I school attendance area in the district. At least one parent representative from each Title I school shall have a child who is participating (or has participated within the past year) in the Title I program. A written copy of district and individual Title I school parent involvement policies will be provided to parents of all Title I students.

2. Establish in each Title I school a Parent Involvement Council. Every effort will be made to include representation by parents, including parents whose children are currently participating (or have participated within the last year) in the Title I program, administration, classroom teachers, Title I staff (including the Director and Parent Involvement Coordinator), partnership staff, school improvement team member and PTO/PTA officer. The Parent Involvement Council at each Title I school will develop and implement a parent involvement policy which fulfills the requirements of the laws governing Title I.

3. Evaluate annually the content and effectiveness of the Title I parent involvement program, including how much parental involvement is increasing and what barriers to parental participation still need to be overcome. All Title I parents will be asked to provide input into this evaluation. The district parental Involvement Council will use the results to revise its Parent Involvement Policy. A written summary of this evaluation will be shared with the School Improvement Team of each building serving Title I students.

4. Value and support the many ways parents can be involved in supporting their children's education, including activities which occur in the home, at school, and in the community. Activities, workshops and other programs to meet parent needs will be offered to enable parents to increase their capacity for effective involvement in such areas as:

    - providing for children's basic needs
    - supporting and participating in learning activities with children at home
    - maintaining regular, two way communications with school staff
    - volunteering to provide assistance at their child's school

5. Provide parents with the opportunity to volunteer to become involved in district or individual school parental Involvement Councils or other advocacy or decision-making committees.

6. Hold an annual meeting in each Title I school to acquaint parents with Title I guidelines, district and individual school parent involvement policies, and specific parent involvement opportunities available.

7. Conduct an annual assessment of the needs of parents in each Title I school and plan parent involvement opportunities to meet expressed parent needs. Additionally, parent suggestions and requests related to Title I will be welcomed at any time throughout the year and recommendations will be responded to in a timely manner.

8. Inform Title I parents about involvement opportunities available to them through a variety of communication methods including newsletters, flyers, mailings, personal contacts, phone calls, TV, radio and newspaper releases.

9. Coordinate Title I parent involvement efforts with the efforts of other educational programs serving children.

10. Provide consultation, support services, resources, and staff development opportunities to Title I schools to improve their capacity to more effectively involve parents in the education of their children.

11. Designate at least 1 % of the annual Title I budget for parental involvement, with parents involved in budgeting decisions through Title I district and building parental involvement councils.

This policy meets requirements of the Improving America's Schools Act of 1994, Title I, Section 1118: guidelines for parental Involvement and will be coordinated by the Title I Department of Mt. Pleasant Public Schools.

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How Will you get to the "Preferred Future?" ●

Step-by-Step, list what it will take to accomplish the essence of your student performance goal. Complete one form for each goal.

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Thinking it Through Worksheet ●

List your strategy/intervention in the space provided below. Have the full faculty work through each strategy answering the questions in the left side of the grid. Use the spaces available to the right of each question to list the actions necessary to mitigate the barriers to accomplish the strategy/intervention.

Strategies/Intervention Statement

	Action Plan Activity:	Action Plan Activity:	Action Plan Activity:
What are the potential downsides to this action?			
Who will be affected?			
Will this strategy be a negative or a positive?			
What can occur to ease the potential negative outcomes of this strategy/intervention?			

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Action Plan Outline with Examples ●

The following action plan outline will help a School Improvement Team recognize the necessary components of a plan and provide teams with actual examples. Use this outline as a guide when putting together the school improvement action plan.

1.	**The student performance goal**	
	Description:	What is to be developed within students?
	Example:	All students will improve writing across the curriculum.
2.	**The essence of the goal (look at the data)**	
	Description:	Clearly describes points of emphasis for the goal and defines what the school will work on to improve achievement
	Example:	Conventions in writing and sentence fluency
3.	**Support Data Used in Selecting Goal**	
	Description:	Support data summarizes three compelling reasons for the goal from the School Profile.
	Example:	
	1.	ITBS - Less than mean on Spelling, Capitalization, Punctuation, and Usage
	2.	MEAP Writing Test - 41% proficient
	3.	Performance on writing assessments demonstrates lack of proficiency.
4.	**Assessments that measure improvement**	
	Description:	Assessments measure whether the goal is being achieved. These assessments may or may not be the same as the assessments used as support data to select the goal but they should be aligned with the essence/elements of the goal. There are two types of assessments: standardized assessments (e.g. MEAP, CTBS, Terra Nova, etc.) and locally developed assessments (unit tests, district developed tests, etc.) Use classroom-based assessments as much as possible.
	Example:	
	1.	MEAP English/ Language Arts Test
	2.	Pre-post quarterly writing samples using 6 & 1 Trait scoring rubric
	3.	District Standards Writing Assessments
5.	**Selecting Research-based strategy/intervention**	
	Description:	Research is critical in finding the most effective strategies/interventions to improve student achievement. School improvement teams should review the research related to the essence of each goal to establish a best practice for each strategy/intervention. The MIPlan website will search multiple sources with a single entry. (Two or three sources are recommended for each strategy/intervention). Search for research that is related to achieving and implementing the essence of the goal including strategies/interventions related to meeting the needs of Title I identified students, if appropriate.
	Example:	Source: Northwest Regional Educational Laboratory www.NWREL.org/assessment/research.asp
	Description of Finding:	
		Six & One Trait writing is a K-12 scoring assessment model for student writing. The six traits are (1) ideas; (2) organization; (3) voice; (4) word choice; (5) sentence fluency; (6) conventions and plus (1) presentation. At Jennie Wilson Elementary, three classrooms received traditional instruction while the other three were taught the six-trait method at the 5th grade level. The results from pre and post test revealed significant differences in writing performance for students using the Six Trait method vs. those using traditional instruction.
	Description of Finding:	
		Can we document differences in writing performance between two groups of students-one group that was systematically taught how to use the six-trait analytic assessment criteria as a tool for revision while the other group participated in traditional writing process instruction? The results strongly indicate that direct instruction linking assessment and instruction makes a significant difference in writing performance.
6.	**Strategies/interventions**	

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Description:	Strategies/interventions: - state what the students will do - are feasible - are measurable - describe timelines and completion dates - improve student achievement - worth a total school effort - involves all or nearly all of the faculty - typically impact all students - consider strategies that impact at-risk students (i.e. identified populations needing improvement.) - recommend a maximum of 4 interventions per goal - may be used across goals. - create new initiatives for the school-not current practices - align to assessments and essence of the goal
Example:	Students will write using the 6 & 1 Trait Writing Model.

7.	**Activities to Implement the strategies/interventions**	
	Description:	A series of tasks which must be implemented for a strategy/intervention to be successful.
	Example:	What will teachers teach? - Teachers will train students in the 6 & 1 trait writing model. - Teachers will provide enrichment and remediation based on rubric scores. What will teachers model? - Teachers will model 6 & 1Trait writing in all their classes - Teachers will model how to use the 6 & 1Trait rubric to assess writing samples. What will students practice? - Students will assess their own and other's writing samples using the 6 &1 rubric at least once per month. - Students will edit their own writing based on rubric indicators. What is expected of students? - Students will be at or above grade level standards. What will be done to support these efforts? 6 & 1 Trait materials will be ordered 6 & 1 Trait writing posters will be displayed in all classrooms. - Quarterly writing samples will be assessed, analyzed, and shared with the staff each quarter in team meetings.
		What is the professional development needed to implement the strategy successfully? - All teachers will receive a full day of training in the 6 & 1 Trait Writing Model. (All professional development activities for each of the strategies/interventions will automatically be brought together to develop a overall professional development plan and calendar.) - New teachers will be trained in the 6 & 1 Trait Model

8.	**Person/s responsible for implementing an activity**	
	Description:	Name of a person who will be responsible for making sure the activity is completed.
	Example:	Bill Wilson would be listed as the person who will make sure that the writing poster is displayed in all classrooms

9.	**The timeline for implementing the activity**	
	Description:	List the start date and end date of each strategy/intervention
	Example:	Start – September 1, 2003 End Date - June 1, 2004

10.	**Resources needed to implement strategies/interventions**	
	Description:	List the resources that will help school improvement teams accomplish their goals. Consider more than just monetary resources.
	Example:	Staff, time, money, grants, volunteers, donations, professional development opportunities, materials, etc

11.	**Source of funds**	
	Description:	List the account from which funds will be taken and the amount anticipated.

Example:		$1,200 from the District professional development fund

School Improvement Action Plan Template ●

School Improvement Action Plan					
School Name:				**Year:**	
Goal:					
Essence of the Goal:					
Support Data Used to Support the Goal		**Standardized Assessments**		**Local Assessments**	
Strategy/intervention				**Research Supporting this Intervention**	

Activities to Implement the Interventions	Person(s) Accountable	Timeline		Resources	Source of Funds
		Beg	End		
Activity 1:					
1. What will teachers teach?					
2. What will teachers model?					
3. What will students practice?					
4. What is expected of students?					
5. What will be done to support these efforts?					
6. What is the professional development needed to implement the strategy successfully?					
Activity 2:					
1. What will teachers teach?					
2. What will teachers model?					
3. What will students practice?					
4. What is expected of students?					
5. What will be done to support these efforts?					
6. What is the professional development needed to implement the strategy successfully?					
Activity 3:					
1. What will teachers teach?					
2. What will teachers model?					
3. What will students practice?					
4. What is expected of students?					
5. What will be done to support these efforts?					
6. What is the professional development needed to implement the strategy successfully?					

School Improvement Action Plan Sample ●

<table>
<tr><td colspan="6" align="center">**School Improvement Action Plan**</td></tr>
<tr><td>**School Name:**</td><td colspan="3">**Michigan Middle School**</td><td>**Year:**</td><td>**2003-2004**</td></tr>
<tr><td colspan="6">**Goal:** All students will improve writing across the curriculum</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="6">**Essence of the Goal:** Conventions and Sentence Fluency in Writing</td></tr>
<tr><td colspan="6"></td></tr>
</table>

<table>
<tr><td>**Support Data Used to Support the Goal**</td><td>**Standardized Assessments**</td><td>**Local Assessments**</td></tr>
<tr><td>Review of trend data from last cycle, state/local assessment</td><td>■ MEAP English/Language Arts Test</td><td>■ Pre-post quarterly writing samples using 6 + 1 trait scoring rubric
■ District standards in writing assessments</td></tr>
</table>

<table>
<tr><td>**Strategy/Intervention**</td><td>**Research Supporting this Intervention**</td></tr>
<tr><td>Students will write using the 6 + 1 Trait Writing Model</td><td>**Source: Northwest Regional Educational Laboratory**
www.NWREL.org/assessment/research.asp

Description of Finding: Six & One Trait writing is a K-12 scoring assessment model for student writing. The six traits are (1) ideas; (2) organization; (3) voice; (4) word choice; (5) sentence fluency; (6) conventions and plus (1) presentation. At Jennie Wilson Elementary, three classrooms received traditional instruction while the other three were taught the six-trait method at the 5th grade level. The results from pre and post test revealed significant differences in writing performance for students using the Six Trait method vs. those using traditional instruction.

Description of Finding: Can we document differences in writing performance between two groups of students-one group that was systematically taught how to use the six-trait analytic assessment criteria as a tool for revision while the other group participated in traditional writing process instruction? The results strongly indicate that direct instruction linking assessment and instruction makes a significant difference in writing performance.</td></tr>
</table>

<table>
<tr><td rowspan="2">**Activities to Implement the Interventions**</td><td rowspan="2">**Person(s) Accountable**</td><td colspan="2" align="center">**Timeline**</td><td rowspan="2">**Resources**</td><td rowspan="2">**Source of Funds**</td></tr>
<tr><td>**Beg**</td><td>**End**</td></tr>
<tr><td colspan="2">**Activity 1: 6+1 Trait Writing**</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.</td><td>**What will teachers teach?**</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>■ Teachers will train students in the 6 + 1 trait writing model.</td><td>Shoemaker</td><td>9/02</td><td>11/02</td><td>None</td><td>None</td></tr>
<tr><td></td><td>■ Teachers will provide enrichment and remediation based on rubric scores.</td><td>Cox</td><td>11/02</td><td>5/03</td><td>Staff Time $1,000</td><td>Building School Improvement $</td></tr>
<tr><td>2.</td><td>**What will teachers model?**</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>■ Teachers will model 6 + 1Trait writing in all their classes</td><td>Clark</td><td>9/02</td><td>11/02</td><td>None</td><td>None</td></tr>
<tr><td></td><td>■ Teachers will model how to use the 6 + 1Trait rubric to assess writing samples.</td><td>Poirier</td><td>11/02</td><td>5/03</td><td>Staff Time $2,500</td><td>District LEA Professional Development $</td></tr>
<tr><td>3.</td><td>**What will students practice?**</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>■ Students will assess their own and other's writing samples using the 6 &1 rubric at least once per month.</td><td>Crocker</td><td>11/02</td><td>5/03</td><td>Staff Time $1,700</td><td>District LEA Professional Development $</td></tr>
<tr><td></td><td>■ Students will edit their own</td><td>Smith</td><td>11/02</td><td>5/03</td><td>None</td><td>None</td></tr>
</table>

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	writing based on rubric indicators.				
4.	**What is expected of students?**				
	■ Students will be at or above grade level standards	Crocker	3/01	9/01	Time 2,500	Building School Improvement $
5.	**What will be done to support these efforts?**				
	■ 6 & 1 Trait materials will be ordered.	Clark	9/02	9/02	Materials $350	Building $
	■ 6 & 1 Trait writing posters will be displayed in all classrooms.	Crocker	11/02	6/03	$800	Building Improvement $
	■ Quarterly writing samples will be assessed, analyzed, and shared with the staff each quarter in team meetings.				
6.	**What is the professional development needed to implement the strategy successfully?**				
	■ All teachers will receive a full day of training in the 6 & 1 Trait Writing Model.	McCullough	9/02	9/02	Materials $1,400 Salary $2,900	District Professional Development $
	■ New teachers will be trained in the 6 & 1 Trait Model.	McCullough	8/02	8/02	Materials $300 Salary $600	District Professional Development $
Activity 2:					
1.	**What will teachers teach?**				
2.	**What will teachers model?**				
3.	**What will students practice?**				
4.	**What is expected of students?**				
5.	**What will be done to support these efforts?**				
6.	**What is the professional development needed to implement the strategy successfully?**				
Activity 3:					
1.	**What will teachers teach?**				
2.	**What will teachers model?**				
3.	**What will students practice?**				
4.	**What is expected of students?**				
5.	**What will be done to support these efforts?**				
6.	**What is the professional development needed to implement the strategy successfully?**				

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Rubrics : Strategies/Interventions ●

Purpose of Self Evaluation

1. *To help ensure that the school knows the expectations described in the rubrics*

2. *To make sure the school understands on what criteria they are being evaluated*

3. *To use the rubrics as guidelines in completing their School Profile and Improvement Plan*

4. *To help the visiting team know how the school is viewing themselves*

Directions: Use the following rubric to measure the quality of your mission statement. These are discrete rubrics, meaning only the score points listed for each criterion can be selected. For example, Criterion A for the Strategies/Interventions, lists score points of 6 and 0. The scorer must choose which criterion description best fits that aspect of the Mission Statement. The scorer cannot choose to give a 5 on Criterion A because a score point of 5 is not listed for that criterion. 80% is the guideline for passing. When the % score is lower than 80%, it will be critical to make any necessary modifications to help ensure quality and a score higher than 80%.

ENTER SCORE

Criterion A:

The set of interventions addresses the goal.

6 Points	The interventions address the goal and the target area.
0 Points	The interventions do not address the target area nor the goal.

Criterion B:

The interventions are aligned with the assessments.

2 Points	All of the interventions align with the assessments for this goal.
1 Point	Some of the interventions align with the assessments for this goal.
0 Points	None of the interventions align with the assessments for this goal.

Criterion C:

The set of interventions will address the reasons why students are not already succeeding.

6 Points	The school has collected and analyzed data to determine why students are not succeeding and the interventions directly address those reasons.
3 Points	The school has identified reasons (with or without data) why students are not succeeding and only some of the interventions directly address those reasons.
0 Points	The school has not identified the reasons why students are not succeeding.

Criterion D:

The set of interventions is directed at developing one or more of the following: knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes.

4 Points	All of the interventions are directed at developing knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes consistent with the goal.
2 Points	Some of the interventions are directed at developing knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes consistent with the goal.
0 Points	The interventions are not directed at developing knowledge, the ability to apply knowledge, skills, habits or patterns of behavior, and/or attitudes consistent with the goal.

Criterion E:

The set of interventions is research based and/or it contains "best practice" interventions.

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5 Points	School personnel can identify the specific research and best practice databases used for selecting all interventions and they can identify how that research applies to their students or why the school elected to develop their own interventions.
3 Points	School personnel can identify research for some interventions.
0 Points	The school personnel did not investigate research nor best practice interventions for this target goal.

Criterion F:

The interventions address the issue of transfer (application of knowledge out of instructional context).

| 2 Points | The interventions will ensure that students will be able to transfer their knowledge and skills to areas and contexts beyond the classroom. |
| 0 Points | The interventions do not address the issue of transfer. |

Criterion G:

The interventions have a set of clearly defined activities that describe how the intervention will be implemented.

2 Points	All of the interventions have a set of clearly defined activities.
1 Point	Some of the interventions have a set of clearly defined activities.
0 Points	None of the interventions have a set of clearly defined activities.

Criterion H:

The activities for implementing the set of interventions contain teaching, modeling, expecting, practicing, and supporting (i.e. the interventions are balanced.)

2 Points	The set of interventions contains all of the types of activities listed.
1 Point	The set of interventions contains most of the types of activities listed.
0 Points	The set of interventions contains only one or two types of activities.

Criterion I:

Person(s) responsible for completing and documenting each activity is listed.

2 Points	All of the activities have one or more people responsible/accountable listed.
1 Point	Some of the interventions have one or more people responsible/ accountable listed.
0 Points	None of the interventions have one or more people responsible/ accountable listed.

Criterion J:

The set of interventions can be implemented within a reasonable time frame.

2 Points	The interventions can be fully implemented within two years.
1 Point	The interventions may take several years to implement fully.
0 Points	The activities listed for each intervention may not be completed within the cycle.

Criterion K:

The school has the resources required to implement the set of interventions.

2 Points	The school has allocated adequate resources (time, staff development, equipment, materials, and other resources) necessary for implementation of each activity listed for each of the interventions.
1 Point	The school has allocated some of the resources required to implement the activities for each of the interventions.
0 Points	The school has not allocated adequate resources required to implement the activities for each of the interventions.

Criterion L:

Appropriate timelines have been developed which will allow effective implementation of the interventions.

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3 Points   Clear timelines exist.
1 Point   Timelines exist but do not appear to be clear or realistic.
0 Points   No timelines exist.

Criterion M:

Building and district administration provide the necessary resources for the effective implementation of the interventions.

3 Points   School personnel are able to show clearly that building and district administration can and will provide the necessary resources to implement the interventions.
1 Point   School personnel indicate that building and district administration are supportive and may provide the necessary resources to implement the interventions.
0 Points   School personnel cannot show that building and district administration will provide the necessary resources to implement the interventions.

Strategies/Interventions Evaluation ●

Criteria

[ ]	A.	The set of interventions addresses the target goal. (6 points possible)
[ ]	B.	The interventions are aligned with the assessments. (2 points possible)
[ ]	C.	The set of interventions will address the reasons why students are not already succeeding. (6 points possible)
[ ]	D.	The set of interventions is directed at developing: knowledge, the ability to apply knowledge, skills, habits or patterns of behavior and/or attitudes. (4 points possible)
[ ]	E.	The set of interventions is research based and/or it contains "best practice" interventions. (5 points possible)
[ ]	F.	The interventions address the issue of transfer (application of knowledge out of instructional context). (2 points possible)
[ ]	G.	The interventions have a set of clearly defined activities that describe how the intervention will be implemented. (2 points possible)
[ ]	H.	The activities for implementing the set of interventions contain teaching, modeling, expecting, practicing, and supporting (i.e., the interventions are balanced). (2 points possible)
[ ]	I.	Person(s) responsible for completing and documenting each activity listed under each intervention are listed. (2 points possible)
[ ]	J.	The set of interventions can be implemented within a reasonable time frame. (2 points possible)
[ ]	K.	The school has the resources to implement the set of interventions. (2 points possible)
[ ]	L.	Appropriate timelines have been developed which will allow effective implementation of the interventions. (3 points possible)
[ ]	M.	Building and district administration provide the necessary resources for the effective implementation of the interventions.) (3 points possible)

TOTAL POINTS POSSIBLE: 41
TOTAL POINTS EARNED:

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Rubrics: Assessments ●

Purpose of Self Evaluation

1. *To help ensure that the school knows the expectations described in the rubrics*

2. *To make sure the school understands on what criteria they are being evaluated*

3. *To use the rubrics as guidelines in completing their School Profile and Improvement Plan*

4. To help the visiting team know how the school is viewing themselves

> **Directions:** Use the following rubric to measure the quality of your mission statement. These are discrete rubrics, meaning only the score points listed for each criterion can be selected. For example, Criterion A for the Assessments, lists score points of 4,2, and 0. The scorer must choose which criterion description best fits that aspect of the Mission Statement. The scorer cannot choose to give a 3 on Criterion A because a score point of 3 is not listed for that criterion. 80% is the guideline for passing. When the % score is lower than 80%, it will be critical to make any necessary modifications to help ensure quality and a score higher than 80%.

ENTER SCORE

Criterion A:

Assessments are aligned with goals.

4 Points	The assessments collect data about student performance concerning the goals.
2 Points	The assessments collect data about student performance but do not directly address the goals.
0 Points	The assessments do not address the goals.

Criterion B:

There is an appropriate number of assessments for the goal.

3 Points	The school collected data from at least three sources.
2 Points	The school collected data from two sources.
1 Point	The school collected data from one source.
0 Points	The school collected no academic performance data.

Criterion C:

There is an appropriate balance of standardized (common metric) and locally developed (context bound) assessments.

3 Points	Assessments of both types are listed for each goal.
1 Point	Assessments of only one type are listed for some goals.
0 Points	Assessments of only one type or no assessments are listed for goals.

Criterion D:

The types of assessments selected/created are appropriate for the types of goals.

3 Points	All of the goals are assessed by an appropriate type of assessment.
2 Points	Most of the goals are assessed by an appropriate type of assessment.
1 Point	Some of the goals are assessed by an appropriate type of assessment.
0 Points	None of the goals are assessed by an appropriate type of assessment.

Criterion E:

The assessments align with the goals.

    4 Points   All of the assessments are aligned with the goals.
    3 Points   Most of the assessments are aligned with the goals.
    2 Points   Some of the assessments are aligned with the goals.
    0 Points   None of the assessments are aligned with the goals.

Criterion F:

A plan for collecting baseline data for goal attainment is in place.

    4 Points   The school has identified baseline data from assessments used in the profile or other assessments.
    0 Points   The school does not have baseline data nor a plan for collecting it.

Criterion G:

The faculty uses information obtained from the assessments to make changes in instructional practices and/or curriculum.

    5 Points   There is clear and abundant evidence that the faculty is using assessment data to guide instructional practices or to make curricular decisions, relative to the goals.
    3 Point   There is some evidence that the faculty is using assessment data to guide instructional practices or to make curricular decisions, relative to the goals.
    0 Points   There is no evidence that the faculty is using assessment data to guide instructional practices or to make curricular decisions, relative to the goals.

Criterion H:

There is a set of standard procedures that everyone uses for locally developed assessments.

    2 Points   There is clear evidence that the faculty is administering assessments according to standard procedures.
    1 Point   There is limited evidence that the faculty is administering assessments according to standard procedures.
    0 Points   There is no evidence that the faculty is administering assessments according to standard procedures.

Criterion I:

The school has begun the process of investigating validity and reliability for locally developed assessments.

    2 Points   There is clear evidence that the faculty has begun the process of establishing validity and reliability of their locally developed assessments.
    1 Point   There is limited evidence that the faculty has begun the process of establishing validity and reliability of their locally developed assessments.
    0 Points   There is no evidence that the faculty has begun the process of establishing   validity and reliability of their locally developed assessments.

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Assessment Evaluation ●

Criteria

[ ]	A. Assessments are aligned with target area goals. (4 points possible)
[ ]	B. There is an appropriate number of assessments for the goal. (3 points possible)
[ ]	C. There is an appropriate balance of standardized (common metric) and locally developed (context bound) assessments. (3 points possible)
[ ]	D. The types of assessments selected/created are appropriate for the types of goals. (3 points possible)
[ ]	E. The assessments align with the goals. (4 points possible)
[ ]	F. A plan for collecting baseline data for goal attainment is in place. (4 points possible)
[ ]	G. The faculty uses information obtained from the assessments to make changes in instructional practices and/or curriculum. (5 points possible)
[ ]	H. There is a set of standard procedures that everyone uses for locally developed assessments. (2 points possible)
[ ]	I. The school has begun the process of investigating validity and reliability for locally developed assessments. (2 points possible)

TOTAL POINTS POSSIBLE: 30

TOTAL POINTS EARNED:

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Rubrics: Professional Development ●

Purpose of Self Evaluation

1. *To help ensure that the school knows the expectations described in the rubrics*

2. *To make sure the school understands on what criteria they are being evaluated*

3. *To use the rubrics as guidelines in completing their School Profile and Improvement Plan*

4. *To help the visiting team know how the school is viewing themselves*

Directions: Use the following rubric to measure the quality of your professional development plan. These are discrete rubrics, meaning only the score points listed for each criterion can be selected. For example, Criterion A for the Professional Development, lists score points of 5, 2, and 0. The scorer must choose which criterion description best fits that aspect of the Mission Statement. The scorer cannot choose to give a 4 on Criterion A because a score point of 4 is not listed for that criterion. 80% is the guideline for passing. When the % score is lower than 80%, it will be critical to make any necessary modifications to help ensure quality and a score higher than 80%.

ENTER SCORE

Criterion A:

Data have been collected and analyzed to determine what professional staff needs to know and be able to do to implement the school improvement plan.

5 Points	Data have been collected and analyzed appropriately.
2 Points	Some data have been collected and analyzed.
0 Points	No data have been collected regarding staff development.

Criterion B:

A staff development plan has been created that will enable the faculty to implement the goals, interventions, and activities of the school improvement plan.

5 Points	A clear and complete staff development plan has been created.
2 Points	Some staff development planning has been done.
0 Points	No staff development planning has been done.

Criterion C:

The staff development plan is results-based.

5 Points	Lasting changes in teaching and learning skills related to the goals will be made and documented.
2 Points	Some changes in teaching and learning skills related to the goals will be made and documented.
0 Points	No evidence exists that any changes in teaching and learning skills related to the goals will be made and documented.

Criterion D:

The staff development plan provides activities for various levels of faculty knowledge and skills.

5 Points	The staff development plan provides activities for all of the levels of knowledge and skills.
2 Points	The staff development plan provides activities for some of the levels of knowledge and skills.
0 Points	The staff development plan provides activities for none of the levels of knowledge or skills.

Criterion E:

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The staff development plan provides assistance for professional faculty experiencing difficulties implementing the school improvement plan.

5 Points	The staff development plan provides for on-going assistance.
2 Points	The staff development plan provides for some assistance.
0 Points	The staff development plan does not provide any assistance.

Criterion F:

The staff development plan includes an evaluation of its success as documented by improvement in student performance.

5 Points	Evaluation of the staff development plan includes documentation of improvement in student performance as an indicator.
2 Points	Evaluation of the staff development plan exists, but does not include documentation of improvement in student performance as an indicator.
0 Points	The staff development plan does not include any evaluative indicators.

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Professional Development Evaluation ●

<u>**Criteria**</u>

☐   A.   Data have been collected and analyzed to determine what professional staff needs to know and be able to do to implement the school improvement plan. (5 points possible)

☐   B.   A staff development plan has been created that will enable the faculty to implement the goals, interventions, and activities of the school improvement plan. (5 points possible)

☐   C.   Staff development plan is results-based. (5 points possible)

☐   D.   The staff development plan provides activities for various levels of faculty knowledge and skills. (5 points possible)

☐   E.   The staff development plan provides assistance for professional faculty experiencing difficulties implementing the school improvement plan. (5 points possible)

☐   F.   The staff development plan includes an evaluation of its success as documented by improvement in student performance. (5 points possible)

TOTAL POINTS POSSIBLE: 30

TOTAL POINTS EARNED: _____

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Monitor Implementation of the Plan

Monitor Implementation of the Plan - Overview

REMINDER

School Characteristics: The selection of the correct school characteristics helps ensure that the unique school improvement requirements for your school's specific designation will be fulfilled. Your school has determined its characteristics in the introduction section of this process guide and on the Foundations>Admin sub-step within MIPlan. Please identify your school characteristics below as a reminder during this step of the process.

School Characteristics include: Title I Status; AYP Phase; and Planning Processes Used

Example: Title I - Schoolwide: AYP Phase II: MIPlan, NCA

School Characteristics: _____

Are you sure this designated characteristics are correct for your school?   __ Yes __ No

---

Overview of This Step

During this step of your plan, your School Improvement Team should monitor the progression of the action plan and its impact on student achievement and make sure the strategies/interventions and activities/tasks in each student performance goal are moving forward under the identified timelines. Attention to the adopted schedule and "Start - Completion" dates will help your school continuously move forward to accomplish the overall improvement goals which will help systemically increase student achievement in your school. There are two critical questions that need to be asked as schools monitor each strategy/intervention in the action plan.

- First, how will we know that the strategy/intervention is being implemented by the teachers?
- Second, how will we know that the strategy/intervention is making a difference in student achievement once it is implemented?

Both questions, will necessitate some type of data collection and record keeping system. For example, when data is recorded for the Accelerated Reader program, it will be clear that the strategy/intervention is being implemented. Furthermore, an increase in the reading level of books read by students will indicate if the strategy/intervention is helping make a difference in reading comprehension/student achievement.

Readiness

Before you get started, make sure that...

- Resources are secured for implementation (money, people, etc.)
- Realistic timelines are established
- Professional development plan is developed
- School improvement plan is published and approved
- Stakeholder review and refine the plan

The *Monitor Implementation of the Plan Readiness Tool* will help determine if staff and/or the School Improvement Team is ready for this step.

Purpose of This Step

Formative measures such as classroom based assessments and analysis of student work will be used to see if progress has occurred in each of the student performance goal areas. The key end products of this step are:

- Demonstrate progress
- Focus attention on the plan
- Provide basis for making necessary changes
- Give reasons to celebrate efforts of staff, students, and parents

Who Should Be Involved

The School Improvement Team/ can be responsible for actual monitoring of progress. The entire staff should remain informed about implementation progress.

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How Much Time is Needed for This Step?

Monitoring the plan should continue until the activities outlined are completed AND they become part of the school's culture. Embedding the activities and plan into the natural practices of the school may two or more years.

Process ®

1. Use formative measures of assessment to check on implementation. The Action Plan Outline will indicate which measures will be used to determine if efforts are on track. Your team should not wait until State Assessment scores return to see if the implementation is working! The *Monitoring the Activity Timeline* is a useful tool for checking on implementation and making adjustments for unanticipated events or barriers.

It is critical that staff understand that interim assessments are used as formative measures to monitor student progress toward meeting each goal. Some formative techniques that are used to monitor implementation include:
- Classroom assessments and pre- post- achievement measures
- Surveys of Staff
- Observations of students
- Student work analysis
- Oral/written work
- Checklists of student behavior
- Student interviews
- External review teams

2. **Schedule a regular time to review school improvement progress at staff meetings.** Schools are such busy places that it is easy to make assumptions that things are in place because we planned them to be! Check to make sure they are in place.
3. **Designate staff members to monitor what's happening and be cheerleaders for progress.** These may be people who were on the original School Improvement Team. Their task is to check on progress on a regular basis throughout the school year. They must also be charged with keeping up communication on sharing progress and planning celebrations.

> **Caution**
> This step is very important to the continuous progress at your school. It must be kept up throughout the school year—this is not an end of the year event, it's a constant gentle process of paying attention and making adjustments when necessary.

Resources

Required

Monitor Implementation of the Plan Readiness Tool ®

ISSUE/CHALLENGE: Facilitate the monitoring of the action plan implementation.

Abilities (Able)		
	Yes	**No**
The School Improvement Team knows how to monitor implementation of improvement strategies and progress toward goals.		
The School Improvement Team can monitor and adjust the implementation in response to unanticipated events.		
The School Improvement Team and staff know and agree upon the student achievement targets/essence at the beginning and throughout the implementation of the plan.		
Time is allocated to collect data on the implementation from whole staff.		
The School Improvement Team can provide rationale and data to guide adjustments to the plan and further improvement.		
Staff knows how to use classroom-based assessment results to monitor progress and adjust instruction to meet the essence of the goal.		
Issues Specific to the School:		

Attitude (Willing/Secure)		
	Yes	**No**
Staff members are willing to dialogue during regularly scheduled and planned opportunities about practices and results.		
Staff is willing to provide evidence that the plan is being implemented.		
Staff is willing to use classroom-based assessments and other data to adjust instruction to meet goals.		
Staff trusts the School Improvement Team to monitor the action plan implementation.		
The climate fosters open, candid sharing and is evidenced by attendance and participation by all staff members.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:
_____ Unable and Unwilling   _____ Able but Unwilling
_____ Unable but Willing   _____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

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Monitoring the Activity Timeline ®

Use this implementation guideline worksheet to help maintain a "watchful eye" over progression toward accomplishing each student performance goal in your school improvement plan.

Student Performance Goal:

Strategy/Intervention:				
Activity	**Schedule**		**Completed**	
	Begin	**End**	**Begin**	**End**
Strategy/Intervention:				
Activity	**Schedule**		**Completed**	
	Begin	**End**	**Begin**	**End**

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Strategy/Intervention:				
Activity	**Schedule**		**Completed**	
	Begin	**End**	**Begin**	**End**
Strategy/Intervention:				
Activity	**Schedule**		**Completed**	
	Begin	**End**	**Begin**	**End**

Rubric for Implementing the School's Action Plan ®

Use this rubric to define qualitative standards related to implementing the school improvement plan. Level three and four responses indicate increased likelihood of successful implementation.

4	• The school improvement team provides active leadership for implementing the school improvement plan throughout the school. • The work of the school improvement team provides an exemplary model of collaboration and shared decision making. • All staff are actively involved in implementing the school improvement plan. • The need for resources and follow-up support is anticipated by the school improvement team and support is provided promptly.
3	• The school improvement team functions effectively and provides leadership for implementing the school improvement plan. • Most staff are involved in implementing the school improvement plan. • Adequate resources and follow-up support are provided.
2	• The school improvement team manages some of the responsibility for coordinating the implementation of the school improvement plan, but with limited effectiveness. • Most staff are aware of the work of the school improvement team, but are not actively implementing the school improvement plan. • Limited support for the implementation of the plan is provided.
1	• The role of the school improvement team is not clear. • Most staff members are not aware of the school improvement plan. • Inadequate support for the implementation of the plan is provided.
0	• The school improvement team does not function effectively. • There is little or no evidence of the implementation of the school improvement plan. • Plans for supporting the implementation of the school improvement plan have not been developed.

Recommended

Monitoring Implementation Questionnaire ◇

This form helps School Improvement Teams review progress, adjust the plan, and consider issues and barriers to meeting the strategies/interventions identified in the action plan.

Student Performance Goal:		
Essence of the Goal:		
Strategy/Intervention:		
Activity:		
Are those involved with the activity meeting the timeline?	Yes	No
If not, why?		
What evidence of implementation exists?		
Are the indicated resources available and being utilized?	Yes	No
If not, why?		
What barriers or challenges have occurred since the plan was written?		
What steps should be taken to address these barriers or challenges?		
Does the Action Plan need to be adjusted to reflect any of the above information?		

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Optional

Survey of Implementation Effectiveness ●

The school improvement team is conducting this survey for the purpose of determining the extent of implementation and effectiveness of our school's improvement plan. Your responses to this survey will help to provide us with valuable feedback that can assist us in strengthening the effectiveness of the school improvement plan to improve on behalf of student learning.

For items #1-6, please circle your response on a five-point scale (1 = little or no extent, 5 = to a great extent) to indicate your answers to these questions.

Questions #7-10 require a brief written response in the provided space.

If you need more space, please feel free to use the other side of the survey. Thank you for taking the time to respond to this survey. Your feedback will be carefully considered by the school improvement team.

	Survey Questions	Great Extent		Little or No Extent		
		5	4	3	2	1
1.	To what extent are your aware of the student performance goals for your school's improvement plan?					
2.	To what extent did you have an opportunity to contribute to the process of establishing the student performance goals for the school improvement plan?					
3.	To what extent did you have an opportunity to provide feedback on the action plans and strategies/interventions that were designed by the school improvement team to achieve the goals of the school improvement plan?					
4.	To what extent are you aware of the action plans that depend on your support and active involvement in implementing the strategies/interventions to improve student learning?					
5.	To what extent have you received sufficient support in implementing the strategies/interventions contained in the school improvement plan (e.g., availability of professional development programs, planning time, materials, etc.)?					
6.	To what extent have you implemented the strategies for improving student learning that are contained in your school's improvement plan? (Place a 5 to a Great Extent to 1-None rating next to each strategy)					
	Goal 1-Strategy 1- Goal 2-Strategy 1- Goal 3-Strategy 1- Goal 4-Strategy 1-					
	Goal 1-Strategy 2- Goal 2-Strategy 2- Goal 3-Strategy 2- Goal 4-Strategy 2-					
	Goal 1-Strategy 3- Goal 2-Strategy 3- Goal 3-Strategy 3- Goal 4-Strategy 3-					

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Goal 1-Strategy 4- Goal 2-Strategy 4- Goal 3-Strategy 4- Goal 4-Strategy 4-							

Please provide a brief, written response to each of the following questions:

7.	Briefly describe how you have applied the strategies/interventions for improving student learning in your classroom.
8.	How have you used the data from classroom assessments to improve instruction?
9.	Which strategies/interventions in the school improvement plan have you found to be most helpful in improving student learning?
10.	Which strategies/interventions in the school improvement plan have you found to be least helpful in improving student learning?
11.	What recommendations would you like to offer to strengthen the school improvement plan (e.g., suggestions pertaining to modifications of strategies contained in the school improvement plan and/or recommendations for including additional strategies)? Please be specific in describing your recommendations.

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Evaluate the Impact on Student Achievement

Evaluate Impact on Student Achivement - Overview

Overview of This Step

Evaluating the impact of the action plan brings the process full circle. This is not the end of School Improvement Planning; it's a chance to measure effectiveness, determine if practices are institutionalized, and to start the process again. The team collects and analyzes data from the State Assessments, classroom-based assessments, and other measures to determine if school improvement goals were met and if the action plans were successful in improving student achievement.

The School Improvement Team's role shifts from driving the process to helping determine the degree to which school improvement is making a difference in student achievement and how to strengthen the various school improvement initiatives. It is also critical that the School Improvement Team structure opportunities to celebrate success. Celebrating successes reinforces valued performance, and reminds the school community that however challenging, school improvement results in improved academic performance.

Michigan Annual Educational Report and NCLB Report Card

This is a school building Annual Educational Report/NCLB Report Card, not a district Report. There are additional district requirements.

On a yearly basis, the School Improvement Team will need to evaluate the effectiveness of the school's improvement plan for the school Annual Educational Report to the school community per the Revised School Code (RSC 380.1204a).

As part of this Annual Educational Report, a status report of the 3-5 year school improvement plan, its goals, evaluation of the goals, and plans for next year are to be included. A two-year comparison of this data is also a requirement.

P.A. 25 requires that a public meeting on the Annual Educational Report be held by October 15 of each year. NCLB requires that the Annual Educational Report/Report Card be available by the beginning of the school year. Your completed report is to be sent to your Intermediate School District (ISD/RESA).

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Resources

Required

Evaluate Impact on Student Achievement Readiness Tool Required

ISSUE/CHALLENGE: Facilitate the evaluation of the action plan based on student achievement results.

Abilities (Able)		
	Yes	**No**
The School Improvement Team knows how to interpret results, make graphs, share findings with staff		
Staff understands that evaluation will be based on attainment of the student performance goal rather than on adult actions.		
Issues Specific to the School:		

Attitude (Willing/Secure)		
	Yes	**No**
Time is scheduled and structured to foster a climate of open, candid sharing about the school improvement process and instructional practices.		
Staff values the need to improve student achievement.		
Staff understands the need to evaluate the plan in terms of student achievement rather than adult actions.		
Issues Specific to the School:		

CONCLUSION: Relative to this issue/challenge, the constituents impacted are:
_____ Unable and Unwilling   _____ Able but Unwilling
_____ Unable but Willing   _____ Able and Willing

If your School Improvement Team answered no to any of the above "Readiness to Benefit" statements, please consider contacting your local ISD for help with this process.

Evaluation Worksheet ®

Goals	Assessment Tool	Results Achieved
Example: All students will demonstrate improved mathematical problem solving skills	2002 State Assessment	48% at proficient level in math problem solving. This represents 12% increase

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School Improvement Planning Process Survey ®

Data Collection Survey

Please use the following survey with your school staff to determine your team's effectiveness with the school data collection process. Rank each item on the scale to the right with 5 being strong and 1 being weak.

	Strong			Weak	
Quality Indicators	**5**	**4**	**3**	**2**	**1**
1. The data collected is directly related to student achievement					
2. Data was collected from different sources, different ways and at different times (assessment data, surveys, demographics, pre and post, etc)					
3. Enough data has been collected to accurately represent the current status of the student achievement levels within the school.					
4. There is a clear plan on how to analyze and accurately represent the collected data					
5. We have adequate baseline data that supports existing goals					
6. Adequate data has been collected to affirm, verify or refute our assumptions regarding the current levels of student learning					
7. Data has been collected around "hot" issues in our school					
8. A method or methods have been established for reporting data to our learning community					
9. The data collected is valid and from reliable sources					
10. All stakeholder representatives have been involved in the data collection process					
Recommendations:					

School Profile Survey

Please use the following survey with your school staff to determine your team's effectiveness with the school profile process. Rank each item on the scale to the right with 5 being strong and 1 being weak.

	Strong			Weak	
Quality Indicators	**5**	**4**	**3**	**2**	**1**
1. Enough data has been chosen in the data collection step to construct a school profile					
2. The data collected for our school profile tells us how our students performed on MEAP, Standardized Assessments, MI-Access, Alt. LEP Test, district assessments and classroom-based assessments					
3. The school profile has data from different sources and from different domains (parents, students, staff, demographics, achievement, perception, school programs, school processes, etc)					
4. The data and school profile are analyzed using a rubric					
5. The school profile shows emerging trend lines against baseline data					
6. The school profile shows progress toward previously established goals					
7. The school profile adequately disaggregates data to help establish patterns					
8. Needs for school improvement are evident from the school profile					
9. We have highlighted positive trends in our school profile for celebration					
10. A method has been established for reporting the school profile to our learning					

	5	4	3	2	1
community					
11. All stakeholder representatives have been involved in the school profile process					
Recommendations:					

Student Performance Goal Setting Survey

Please use the following survey with your school staff to determine your team's effectiveness with the school student performance goal setting process.   Rank each item on the scale to the right with 5 being strong and 1 being weak.

	Strong			Weak	
Quality Indicators	**5**	**4**	**3**	**2**	**1**
1. Our school student performance goals are supported by research					
2. Our school student performance goals are developed from data					
3. Our school student performance goals are written in a manner that the school improvement team can determine whether the school has met their goals.					
4. Our school student performance goals are realistic					
5. Our school student performance goals are focused					
6. Our school student performance goals align with the overall direction of the district					
7. Our student performance goals are clearly written and are understandable to non-educators.					
8. All stakeholder representatives have been involved in the student performance goal setting process					
9. Student performance goals are supported by at least 3 compelling pieces of supporting evidence					
Recommendations:					

Research Survey

Please use the following survey with your school staff to determine your team's effectiveness with the research process. Rank each item on the scale to the right with 5 being strong and 1 being weak.

		Strong			Weak	
Quality Indicators		**5**	**4**	**3**	**2**	**1**
1.	Research-based strategies/interventions are stated for all student performance goals and activities.					
2.	The plan presents sound and relevant research to support the proposed strategies/interventions					
3.	Research-based strategies/interventions are included in the plan.					
4.	Strategies from research can be implemented with available or obtainable fiscal and human resources					
5.	All stakeholder representatives have been involved in the research process					
Recommendations:						

Action Plan Survey

Please use the following survey with your school staff to determine your team's effectiveness with the school action plan process. Rank each item on the scale to the right with 5 being strong and 1 being weak.

		Strong			Weak	
Quality Indicators		**5**	**4**	**3**	**2**	**1**
1.	A clear action plan is specified for effectively implementing all identified strategies/interventions					
2.	The action plan has a logical sequence of events					
3.	The action plan clearly identifies the names of persons who will be responsible for each activity					
4.	As part of the activities, it is clear what each teacher is expected to teach related to the strategy/intervention.					
5.	As part of the activities, it is evident what each teacher is expected to model related to the strategy/intervention?					
6.	The action plan clearly states how each strategy/intervention will be performed					
7.	As part of the activities, what students are expected to practice related to the strategy/intervention is clearly stated					
8.	As part of the activities, high expectations for students related to the strategy/intervention are clearly stated					
9.	As part of the activities, how the school and/or district will support the implementation of the strategy/intervention is completed delineated.					
10.	The action plan highlights resources needed for each strategy/intervention as well as the source for the funds					
11.	A reasonable timeline is assigned to each strategy/intervention					
12.	The action plan identifies specifically how each strategy/intervention will be assessed and monitored					
13.	The action plan includes specific references to the sources which establish the research-based strategy/intervention					

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	5	4	3	2	1
14. All stakeholder representatives have been involved in the action plan process					
Recommendations:					

Implementation Survey

Please use the following survey with your school staff to determine your team's effectiveness with the school implementation process.   Rank each item on the scale to the right with 5 being strong and 1 being weak.

	Strong				Weak
Quality Indicators	**5**	**4**	**3**	**2**	**1**
1. The school improvement team provides active leadership for implementing the school improvement plan throughout the school					
2. Progress toward achieving school student performance goals are communicated to the learning community during the implementation phase					
3. All staff are actively involved in implementing the school improvement plan					
4. Adequate resources are available to implement the school improvement plan					
5. Adequate professional development and support has been available to successfully implement the school improvement plan					
6. Teachers have applied the instructional strategies/interventions to implement the school improvement plan in their classroom					
7. All stakeholder representatives have been involved in the implementation process					
8. Procedures are provided in the activities to monitor and assess the implementation of all strategies/interventions set forth in the action plan					
Recommendations:					

Evaluation and Assessment Survey

Please use the following survey with your school staff to determine your team's effectiveness with the school learning improvement plan evaluation process.   Rank each item on the scale to the right with 5 being strong and 1 being weak.

	Strong				Weak
Quality Indicators	**5**	**4**	**3**	**2**	**1**
1. School staff, students, parents, community members and other stakeholder groups participated in the development of the school improvement plan					
2. School improvement plan strategies/interventions and activities are integrated and sustained within the learning culture of the school					
3. Curriculum, instruction, professional development, and student learning are the main areas of focus of the school improvement plan					
4. Effective research-based instructional practices are reflected in strategies and activities for all students including Title I, if necessary.					
5. Administrative support is available to insure initial and continuing improvement plan implementation and operation					
6. Steps are included to continually monitor implementation for problems, feedback, and adjustments					
7. School programs, activities, strategies and student performance goals are closely					

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coordinated					
8. A description of how the school learning improvement team was involved in planning is included in the school learning improvement plan overview					
9. There is a plan for monitoring and evaluation of the learning improvement plan and its implementation					
10. Procedures are provided to monitor and assess the implementation of all activities set forth in the action plan					
11. Valid procedures are included for continual evaluation of short-term (during current school year) impact of each strategy/intervention					
12. Valid procedures are presented to examine the overall impact of the school improvement effort on student achievement					
13. Clear procedures for evaluation are specified for all strategies and activities set forth in the school improvement plan					
Recommendations:					

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Evaluation Rubric ®

Definition: Evaluation provides procedures to assess the degree of implementation and the effectiveness of all steps taken for school improvement.

Characteristics: Good Evaluation
- Has clear procedures for evaluating all strategies/Interventions and activities
- Efficiently monitors all aspects of the implementation
- Provides frequent assessment of short-term effects (e.g., teacher behavior, student behavior)
- Provides procedures for evaluating the overall impact of school improvement efforts on student achievement
- Has valid multi-year procedures for evaluating the degree to which the student performance goals of school improvement have been achieved.

	4	3	2	1
Clear procedures for evaluation are specified for all goals in the school improvement plan	Clear evaluation procedures are specified for each goal	Clear evaluation procedures are specified for most goals	Clear evaluation procedures are specified for few goals	Clear evaluation procedures are not specified for goals
Procedures are provided to monitor and assess the implementation of goals in the action plan	Clear procedures are provided to assess the degree of implementation of all goals	Clear procedures are provided to assess the degree of implementation of most goals	Clear procedures are provided to assess the degree of implementation of some goals	No procedures are provided to evaluate the implementation of goals
Valid procedures are included for continual evaluation of short-term impact of each goal	All goals have valid short-term evaluation procedures	Most goals have valid short-term evaluation procedures	Few goals have valid short-term evaluation procedures	None of the goals have valid short-term evaluation procedures
Valid procedures are presented to examine the overall impact of the school improvement effort on student achievement	Valid procedures to examine the overall effects on all aspects of student achievement are presented	Valid procedures to examine the effects on some aspects of student achievement are presented	Incomplete procedures to examine the effects on student achievement are presented	No valid procedures to examine the effects on student achievement are presented
Valid procedures are provided to examine the degree to which the identified goals have been achieved.	Valid multiyear procedures are presented to determine whether or not the goals have been achieved	Procedures are presented to determine whether or not the goals have been achieved	Vague or incomplete procedures are presented to determine whether or not the goals have been achieved	No valid procedures to determine whether or not the goals have been achieved are presented

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Optional

Michigan Annual Educational Report ●

This framework for developing an introduction to the school improvement plan is based on the annual educational reporting requirements found in the State of Michigan Revised School Code- Section 380.1204a and requirements in No Child Left Behind (NCLB) (115 STAT.1459; B I and II). This is not to be confused with the annual report often required by accrediting agencies which is typically a separate report. If a school has previously used a similar outline in preparing its annual educational report, you may wish to copy and paste as appropriate. Information gathered in this process can then be used along with pictures of students, graphs, and charts in the completion of the school's annual educational report. Some items in this framework are identified as optional (O) rather than required.

Mission Statement (O)

About our school
1. Enrollment information (O)
   a. Accreditation status (**compare with the previous year**)
2. Process by which pupils are assigned to particular schools
3. Specialized schools (if applicable)
4. Staff information (number of teachers, specialty teachers, parapros) Include information on teacher qualifications and the percent of classes taught by highly qualified teachers.
5. Special services

Status of 3-5 year plan
1. Compare this year's school improvement goals and school improvement progress with the previous years goals and school improvement progress.
2. Title I Improvement Status based on the Adequate Yearly Progress Formula _____. (If a school has been identified for improvement, it is required by NCLB to publicize this fact in the school's annual report.)

Curriculum, Instruction and Professional Development Opportunities
1. Access to a copy of the CORE curriculum
2. Description of how the school is implementing the CORE curriculum and how pupils are ensured enrollment in those courses/subjects necessary for them to receive adequate instruction (**compare with the previous year**)
3. Variances and explanation of why – from state model core curriculum

Student Achievement Information
1. Report containing:
   a. Aggregate student achievement based on locally administered competency tests (if any); and
   b. Aggregate information on other indicators used to determine AYP – attendance rates, graduation rates and pupil retention rates.

2. MEAP: (Automatically imported for the school)
   Possibilities for import include:
   a. Aggregate student achievement at each proficiency level; and
   b. Disaggregated by statistically sound categories (sub-groups of n=30).

   - Comparison between actual achievement of each group including racial/ethnic, low income, special education, and LEP (excluding gender and migrant).
   - Percentage of students not tested in each group.
   - Most recent 3-year trend in achievement in each subject area (tested) and for each grade level

	2001	2002	2003
4th gr. Reading	49% proficient	52% proficient	54% proficient
LEP students	35% proficient	44% proficient	52% proficient
Low income	29% proficient	33% proficient	37% proficient
4th gr. Math			
5th gr. Science			
5th gr. Social Studies			

**Only reading and math are disaggregated.

c. <u>Adequate Year Progress</u> (AYP) is a formula used to determine if each public school in the State of Michigan is making continuous and substantial academic improvement. Using your school's AYP data and AYP status include a comparison of your school with other comparable schools in the LEA, and the state as a whole. (This is a requirement of NCLB.)

d. d. National normed achievement tests (**compare with the previous year**)

Pupil retention rates – (**compare with the previous year**)

Parental Involvement
1. Number and % of parents, legal guardians, or persons in loco parents attending parent teacher conferences (**compare with the previous year**)
2. Options for parent involvement (o)
3. Parent/community input, including concerns, suggestions, parent organization, etc. (o)

Per RSC 380.1240a, all Michigan high schools need to report on the following:
1. Number and percentage of pupils during preceding year enrolled in 1 or more post secondary courses (**compare with the previous year**)
2. Number of college level equivalent courses offered to pupils enrolled in the school and in consortia or cooperative programs (**compare with the previous year**)
3. Number and percentage of pupils during the preceding year enrolled in at least one college level equivalent course disaggregated by grade level. (**compare with the previous year**)
4. Number and percentage of pupils who took a college level equivalent credit examination (**compare with the previous year**)
5. Number and percentage of pupils who achieved a score on a college level equivalent credit examination that qualifies for college credit (**compare with the previous year**)

Points of Pride (O)
1. Grants received
2. Awards received
3. Technology
4. Playground

Readiness

Methods were identified in the action plan step to determine if school improvement efforts made a positive impact on student achievement. School Improvement Teams must see to it that they measure progress to determine improvement and use this data to evaluate the overall effectiveness of the school improvement plan. The "*Evaluate Impact on Student Achievement Readiness Tool*" will help determine if staff and/or the School Improvement Team is ready for this step.

Purpose of This Step

State Assessments, and results from various assessment instruments specified in the action plans will be analyzed. As part of doing this, both the School Improvement Team and faculty will determine how much progress has been made toward improving student achievement.

Who Should Be Involved

School Improvement Team members and the full faculty.

How Much Time is Needed for This Step

3-4 hours. This is an annual self-reflection event that will provide a base for further action and a strengthened school improvement process within the school.

Annual Education Reporting Process

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1. **Review action plan.** What measures were designated to measure effectiveness? Have these measures been administered?

2. **Determine if additional measures are needed.** This may be a great time to conduct focus groups or to re-administer perception survey(s) to staff, parents, and students.

3. **Measure progress on achievement measures.** Look at the student performance goals and what was to be used to measure effectiveness—most often the measures include: school-based assessments using pre- and post- tests, standardized and criterion-referenced assessments, and any new contextual or survey data. How close did the school come to the targets that were set? Is student achievement improving? How did your students do on disaggregated measures of assessments?

4. **Determine how effective the implementation of the school improvement plan has been.** Look through the action planning sheets. Did people follow through? Perception data from focus groups, conversations with staff, and additional surveys will also give important information about implementation and its high and low points.

5. **Celebrate successes and acknowledge the need to redouble efforts.** Even the best plans meet with unpredictable obstacles and distractions. If everything didn't get implemented or measured ask why and determine if this is something that should be started in the next year/period of implementation. There are bound to be successes and things to be proud of—exploit these successes!

6. **Begin again.** Continuous improvement means there are always new ways to improve. The School Improvement Team can move on to new goals when original goals are achieved, regroup, revise the action plan, and start the cycle over again.

Caution

The school's improvement plan should be reviewed and updated on an annual basis. The ultimate goal is to have your school learning improvement strategies that are effective become part of the school culture. Sometimes changes become internalized and it may not be readily apparent just how much the school learning environment has changed. Take time to recognize the changes and celebrate successes.

Celebrate your successes!

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